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ABSTRACT

This book highlights existing successful partnerships between local educational agencies (LEAs) and community-based organizations (CBOs), identifying barriers to such partnerships and providing strategies for partnerships that prepare youths and adults for tomorrow's work force. In addition, the book provides ideas for school administrators about using CBOs to increase services to their younger students, adult students, and parents. The book is organized in five chapters. The first chapter looks at both the problems and the opportunities that schools currently face. It includes the following: an overview of current problems and solutions; the origin of the term "CBO," a review of federal and state initiatives for LEA/CBO partnerships; and an examination of the barriers and benefits of collaboration. The second chapter, presented in a directory format, provides information on successful LEA/CBO partnerships throughout California. The focus is on single-parent projects, funded with Perkins Act money. The descriptions give a general picture of each program, along with examples of collaborative partnerships; each description includes the following: LEA address, telephone number, and contact persons; description of collaborative efforts; CBO address, telephone number, and contact person; and list of services. Chapter 3 focuses on four specially funded programs that have grown in response to state and federal encouragement of LEA/CBO collaborations. The first three programs, funded by the Gender Equity Office of the California Department of Education, are based on a specific program model that can be replicated. The fourth program reflects local innovations in developing programs addressing specific needs. The fourth chapter summarizes essential steps taken by LEAs and CBOs that have been successful in establishing healthy mutual beneficial partnerships, and includes examples of contracts. The final chapter provides program descriptions of 22 selected state, national, and international CBOs, including information about their purpose, structure, accomplishments, and activities. A list of acronyms and an index complete the guide. (KC)

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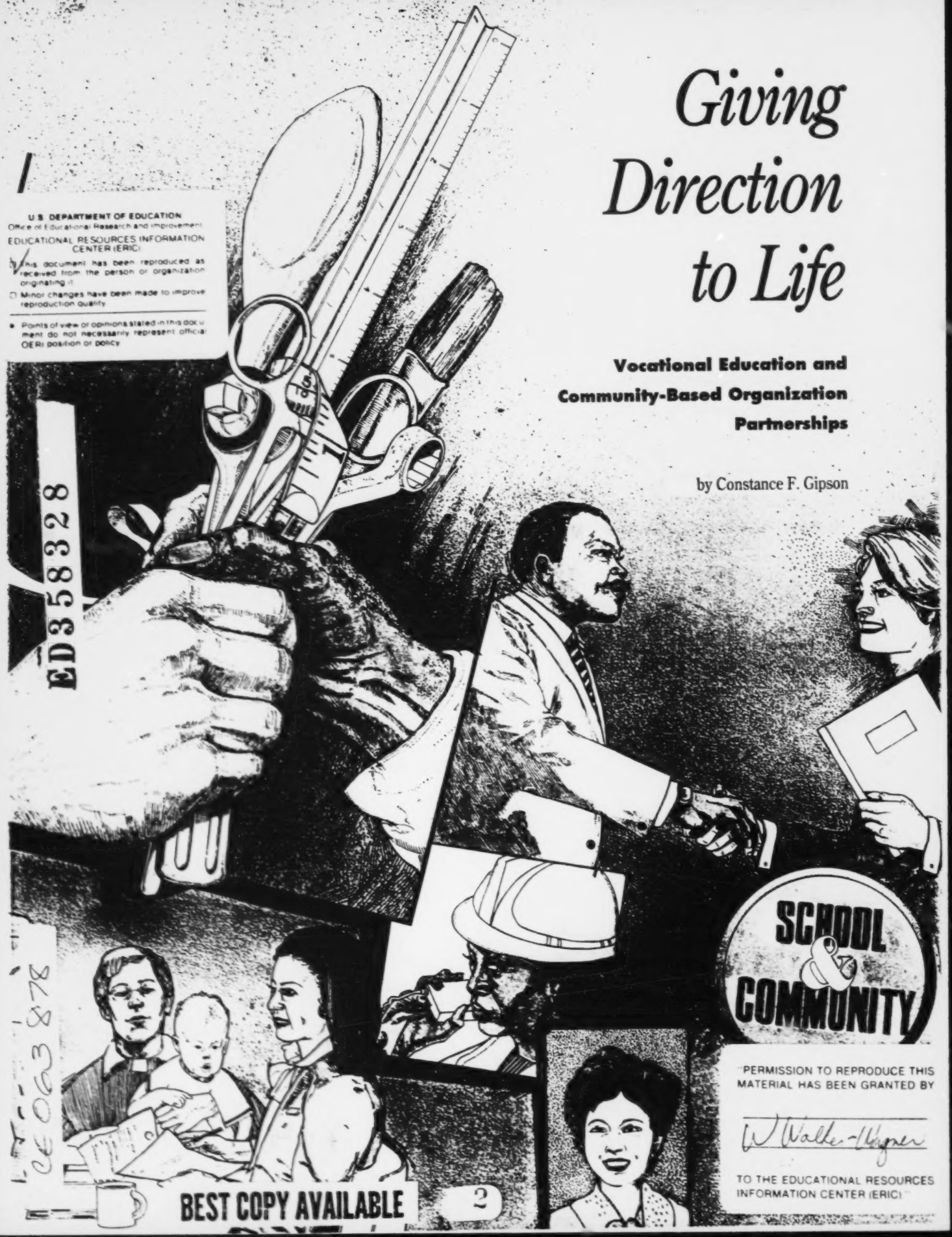
Giving Direction to Life

Vocational Education and Community-Based Organization Partnerships

by Constance F. Gipson



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Giving Direction to Life

Vocational Education and Community-Based Organization Partnerships

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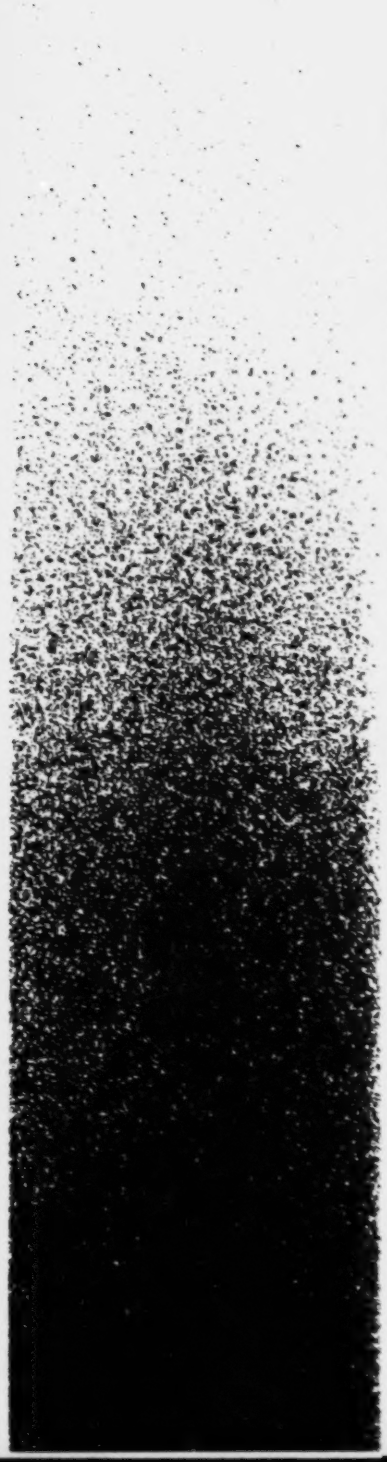
Preface

Schools have never been the sole providers of education in America, though they have played a major role in preparing students to become future workers and productive community members. According to Dan Walters in *The Sacramento Bee*, January 3, 1990, ". . . [schools] must simultaneously cope with enormous growth, with ever-higher levels of ethnic and linguistic diversity, with a myriad of new and complex social conditions such as drug abuse, [and] with the fast-changing demands of a technological economy." At a time when the job market requires highly sophisticated workers with complex skills, schools are struggling to attain basic literacy in large segments of their populations. Many of the problems that students and their parents present are beyond the scope of the schools' capacity to address.

Despite these difficulties, most educators at the federal, state, and local levels want to do a good job. These problems seriously impact the educational process; and, in order to meet students' needs, schools must seek to coordinate services with community agencies. A collaborative approach can leverage additional services, resources, and moneys.

The major purpose of this publication is to highlight existing successful partnerships between local educational agencies (LEA's) and community-based organizations (CBO's), to recognize barriers to such partnerships and provide strategies for partnerships that prepare youth and adults for tomorrow's work force. In addition, school administrators can determine how to utilize CBO's to increase services to their younger students, adult students, and parents. Teachers can identify resources for those students who need unconventional assistance such as housing, clothing, mentoring, or tutoring. CBO's can identify ways they can provide greater services to the schools in their neighborhoods, thereby assisting those schools to raise their achievement levels.

Historical and Philosophical Context of Collaboration



Historically, schools have collaborated with the community to provide educational opportunities for students. Today, many children and adults come to school with pre-existing beliefs about what they are capable of achieving, what their chances of success in the world are, and what their future will hold. The neighborhood, church, civic organizations, and mass media all contribute in formulating people's views of their place in the world today and how society expects them to perform in school and the workplace. It is particularly important that schools and CBO's share and therefore supplement resources that are integral to the success of students who face a rapidly changing global economy.

Fifty years ago, schools, communities, neighborhoods, churches, and service organizations functioned almost as one. In many instances, teachers lived in the neighborhoods where they taught, conducted home visits, and interacted with parents at church and at social gatherings. Neighbors exhorted children on their way to school to do well, to become teachers, to become the best carpenter in the city, or to go on to college. Parents and older siblings reinforced the school's role as the center of society by regaling the younger ones with messages of what would be expected of them by the principal and teachers in school.

Additionally, churches played a significant role in education. Children who learned to read Sunday school lessons well, memorized poems, or acted in plays, gained a sense of self-efficacy. Children who witnessed parents serving as officers of the church, ushers, and choir members, saw and respected elders who contributed positively to the common good.

Community-based or community service organizations were also a major force in the education, health, and well-being of communities. For example, organizations such as the Elks, Masons, and National Council of Negro Women held oratorical contests locally and statewide. These activities not only familiarized participants with the Constitution, but also gave them public speaking skills for their future careers and civic activities.

Today schools, even more than in the past, will not be able to serve children, adolescent and adult learners, or parents alone. Nor should schools provide services that are readily available elsewhere in the community. Schools will have to address concerns in a coordinated manner. A common future scenario might be that of a welfare mother who is enrolled in a Regional Occupational Program (ROP) receiving support services through GAIN, while learning parenting skills from an adult education program. In addition, this mother is a participant in a mentoring program sponsored by a CBO.

Interschool liaisons will likewise need to be developed and maintained. New partnerships among vocational education, elementary education, and adult education must be fostered. Business, industry, and labor must join in preparing all students, young and adult, for tomorrow's work force.

This chapter looks at both the problems and opportunities that schools currently face. It includes a) an overview of current problems and solutions; b) the origin of the term "CBO"; c) a review of federal and state initiatives for LEA/CBO partnerships; and d) an examination of the barriers and benefits of collaboration.

ELEMENTS OF THE PROBLEMS AND SOLUTIONS

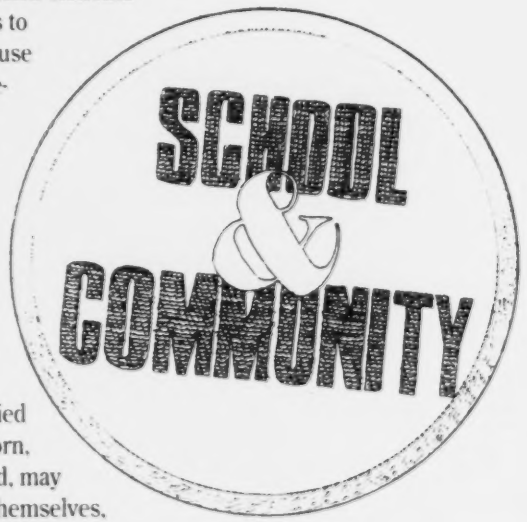
The problems that face members of our schools and communities today are complex and interrelated. Young people, adults, those with limited English proficiency, ethnic minorities, and homemakers entering the work force have many difficulties to overcome. Physical needs alone, such as adequate nutrition, safety, housing, and clothing often are not met. People's mental state can be one of confusion, despondency, alienation, lack of confidence, and a weak sense of identity. All these issues present barriers to learning and successful employment in the community.

In recent years, the press has focused a great deal of attention on the increasing phenomenon of disconnectedness experienced by America's youth. An article published in *The Sacramento Bee*, November 1989, reported the results of a poll of fifteen to twenty-four-year-olds. The survey showed seven out of ten were less involved in societal issues than previous generations. When asked about their most important life goals, jobs, family, success, and having a good time headed the list. Involvement in improving their communities ranked last. Half of the respondents said that politics was irrelevant to their lives. Many of our youth either take no interest in or feel hostility toward government, politics, and the nation. Instead, they look toward the future with pessimism, expecting to experience greater hardship than their parents. These youth do not develop trusting relationships, nor do they identify with groups that could assist in their social and emotional development. These young "survivors" lack a cultural identity. The end result is young people holding little or no allegiance to school or community, and no sense of working for the common good.

Educators recognize that the dropout rates among African American and Hispanic youngsters are too high. These youngsters already constitute more than forty percent of the student population. By the year 2000, it will take three workers to support the social security check of one retiree, and at least one of the three workers will be a minority person. Meanwhile, African American and Hispanic students often are taught by teachers who have low expectations of these students' abilities to perform, or who teach in ways that diminish students' views of their various groups' contributions to the world, leaving them with no sense of belonging and further disconnecting them from society.

While our youth experience disconnectedness, many adults and parents find themselves overwhelmed. They are called upon to meet more needs than ever with fewer resources. They have lost the support once provided by the extended family and the community. The number of twenty to twenty-four-year-old males with annual earnings at or above the three-person poverty line has substantially decreased among white, African American, and Hispanic males, while at the same time the number of female-headed households has increased. The result is that many children live in families on welfare or in families of the working poor — families too often headed by adults submerged in a desperate fight merely to survive.

Drug and alcohol addiction can aggravate the situation when youth and adults are themselves addicted or live in families where addiction is present. Too often students are victims of or witnesses to physical and emotional abuse in the family. Even the presence of crack houses, gangs, drugs, and gunfire in a neighborhood can make life untenable for many students and parents.



Additionally, many poor people see themselves as failures. Single parents who were unmarried when their babies were born, or who have been divorced, may feel that they have failed themselves, their spouses, their churches, or their families. Feeling that poverty will be their only option in the future, they remain hopeless.

Homemakers returning to the work force, or who have never been in the work force, may not recognize their own skills. Many reentry homemakers find themselves without family support, raising children alone, and seeking education or job training while living in poverty.

SCHOOLS WILL HAVE TO ADDRESS CONCERNS IN A COORDINATED MANNER . . . BUSINESS, INDUSTRY, AND LABOR MUST JOIN IN PREPARING ALL STUDENTS, YOUNG AND ADULT, FOR TOMORROW'S WORK FORCE.

Students with limited English proficiency face multiple barriers of not speaking or understanding English, possibly of trying to establish citizenship, of facing employers who are unwilling to hire them until their English improves, and of struggling with cultural values often in conflict with the American value system.

Disconnected youth and overwhelmed adults face obstacles such as the lack of self-confidence necessary for learning new skills; unsafe, rundown housing; poor health care and legal services; expensive or poor quality child care; unreliable transportation; inadequate nutrition; poor parenting skills; insufficient clothing for school or for job interviews and employment; and low self-esteem. The problems that our schools and communities face today run deep. They are complex, and they impact each other in serious ways.

In an effort to foster coordinated services to meet these disparate but interrelated needs, schools are being encouraged to form partnerships with other service providers. CBO's often are overlooked in discussion of school partnerships, yet they need to play a more significant role.

A report by the Youth Committee State Job Training Coordinating Council entitled "Tomorrow's Workers At-Risk" indicated that successful job-training programs had a common core of traits, "Ingredients," found in many CBO's operating at that time, included:

1 Partnerships Between Government, Business, and Education

Successful programs had strong and ongoing partnerships between these three entities. This cooperation was important because it provided input from employers to ensure that programs reflected the needs of the labor market; it improved coordination as well as opened opportunities for pooling business and public resources; it increased employer and community commitment to education and employment preparation programs; and it ensured a spirit of involvement among key institutions providing stability for effective programming.

2 Effective Participant Identification and Recruitment

Individuals had to be identified and recruited into programs before they could be served. Very often those who needed to be served were the most detached from society's institutions. They might have dropped out of school, or had unsatisfactory school experiences. They may have felt that no one had their interest at heart, and they may have been alienated from society. Traditional outreach, such as the media, usually did not reach these individuals. One-on-one contact often was the best approach.

3 Assessment of Aptitudes, Interests, and Skills

Many people felt they were too unintelligent or too old to learn. Effective programs had comprehensive assessment capabilities to determine interests, aptitudes and skills. Basic educational deficiencies were assessed and plans developed to overcome them.

4 Competency-Based Training Related to Participant's Work and Life Needs

Curriculum was related to developing competencies that participants needed to get a job.

5 Encouraging Environment and Constructive Feedback

Participants were given frequent recognition and nonpunitive assessment of their work. Participants "fit in" and "belonged." This environment enabled students to believe that they would be successful in reaching their goals. Participants' families were recognized through ceremonies and events. At the same time, rigor and performance standards were maintained. Decision making, goal setting, values clarification, assertiveness training, and conflict resolution skills were included in the program.

6 Strong Capacity for Post-Program Placement

When fellow program participants were placed, participants began to believe that real opportunities would result from their completion of the program.

7 Contact and Troubleshooting During and After On-Site Training

Staff worked with on-site supervisors to correct program and trainee shortcomings.

8 Evaluation of Long-Term Impacts and Mechanisms for Program Adjustment

A combined LEA/CBO effort complements and enhances the effort of each partner and increases the benefits to students and parents. In order to form strong working partnerships, schools must be able to locate and develop contacts with existing CBO's. Therefore LEA's need to understand what defines a CBO.

ORIGIN OF THE TERM "CBO"

When the term "CBO" came into use in the 1960's, it was used very narrowly. In 1983, Othello Poulard, author of *Expanding Role of CBO's, Implications for Vocational Education*, recalled that CBO's were defined as "the thousands of grassroots, neighborhood-based organizations. . .established by and for the poor and minority individuals in order to provide a service or advocate an issue related to their needs." Poulard also noted that CBO's were incorporated and had democratically elected boards of policymakers who legitimately represented the clientele they served. Often the term was used to describe organizations funded under the Manpower Development and Training Act of 1962, the Economic Opportunity Act of 1964, and, later, the Comprehensive Employment and Training Act of 1973, and the Youth Employment and Demonstration Projects of 1977.

CBO's were developed mainly to fill a training and employment gap felt by disadvantaged youth and adults. Many early CBO leaders came to think of their organizations as alternatives to mainstream public agencies.

One of the most significant CBO's has been the Opportunities Industrialization Centers (OIC) of America. Created in 1964 by the Reverend Leon Sullivan of Philadelphia, OIC has served nearly a quarter of a million trainees. Although eighty-five to ninety percent of its enrollees have come from the African American community, many of its 100 affiliates have integrated staffs and serve a multiracial clientele.

Other established CBO's include the Hispanic-oriented Jobs for Progress (Project SEF), Center for Employment and Training (CET) in Santa Clara County, the National Urban League, Wider Opportunities for Women (WOW), United Neighborhood Centers of America, Watts Labor Community Action Committee, YWCA, and the National Puerto Rican Forum.

During the early 1970's, CBO's that concentrated on women's employment and training were found in some parts of the country. Many of these groups focused on training women for skilled trades, apprenticeship, or technical jobs, while others targeted services to displaced homemakers. When the Education Amendments of 1976 (Vocational Education) passed, it included funding for displaced homemakers and support services for women. In some instances vocational educators employed the services of CBO personnel to train vocational educators in serving these populations.

Today, the term refers to any organization whose main purpose is to serve the community. Under the Job Training Partnership Act (JTPA) and the Carl D. Perkins Vocational Education Act, "CBO's" are private, nonprofit organizations which are representative of communities or significant segments of communities, and which are:

- Organizations that offer job training services
- Organizations operating career intern programs
- Neighborhood groups and organizations
- Community action agencies
- Community development corporations
- Rehabilitation organizations
- Rehabilitation facilities (as defined by the Rehabilitation Act of 1973)
- Agencies serving youth
- Agencies serving the handicapped (including disabled veterans)
- Agencies serving displaced homemakers
- Union-related nonprofit organizations
- Organizations serving nonreservation Indians
- Tribal governments
- Native Alaskan groups

Expansion of the definition of CBO's has brought a new group of organizations into the arena. Groups such as the American Association of University Women (AAUW), Business and Professional Women (BPW), Delta Sigma Theta, Inc., League of Mexican American Women, and Soroptimists International are community service organizations that concern themselves primarily with improving the status of girls and women. Unlike traditional CBO's, such as YWCA or YMCA, these organizations may not serve participants from a physical location. Usually, they are groups of people who perform services on a volunteer basis. These organizations hold weekly or monthly meetings and have duly elected

boards, defined programs of work, and budgets for community service activities.

Many of the groups are national or even international in nature, with affiliates, branches, or chapters operating at local levels. In California, for instance, state officers of AAUW have collaborated with state gender equity personnel to facilitate joint efforts between LEA's and local AAUW branches. AAUW, BPW, Delta Sigma Theta, League of Mexican American Women, and Soroptimists have played major roles in equity programs by providing human and financial resources throughout the state.

Organizations such as Alpha Kappa Alpha (AKA) and Delta Sigma Theta sororities and the League of Mexican American Women are predominantly minority organizations that provide services to minority communities for many years. School personnel have come to view sororities of African American women and other minority women's organizations as serious groups devoted to public service and as major avenues into their various communities.

Chapter 5 provides detailed information on the history, resources, and ways to contact these and other nationally and internationally identified CBO's.

FEDERAL AND STATE INITIATIVES

Efforts to get CBO's and vocational education to collaborate have been encouraged since the 1970's. The Comprehensive Employment and Training Act (CETA) legislation promoted coordination by including funding set-asides for coordinated projects, and federally funded training and technical assistance efforts to promote mutual cooperation. However, it has been generally agreed that this method of fostering coordination and collaboration has not succeeded.

According to Lawrence Bailis of the Center for Human Resources, the 1984 enactment of the Carl D. Perkins Vocational Education Act represented a watershed in the effort to bring about partnerships between the mainstream vocational education system and CBO's. Previous set-asides were focused on CETA and JTPA service delivery systems, giving CBO providers incentives to reach out to school systems. But by funding the Carl D. Perkins Vocational Education Act, Title III-A, Community-Based Organizations, *within education funding*, incentives were provided to school districts to do the reaching out. Regrettably, in most states, the funding in this section has been far too small to create the full impact desired by the federal government. Nonetheless, the Perkins Act of 1984 strongly stated as one of its purposes ". . .to assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional-traditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions." As a result, Perkins money continues to fund exemplary programs in many states.

TODAY, THE TERM "CBO" REFERS TO ANY ORGANIZATION WHOSE MAIN PURPOSE IS TO SERVE THE COMMUNITY.

California's Department of Education is committed to encouraging partnerships between LEA's and CBO's. Since 1985 it has spent over $1,000,000 annually on programs requiring LEA's and CBO's to collaborate to meet the needs of local citizenry. This funding has been in addition to the Title III-A joint project moneys serving disadvantaged youth. California has gone beyond the requirement of the Perkins Act.

During 1989–90, the Department issued requests for bid (RFB) for 10 conferences entitled "Adelante, Mujer Hispana" to be held for young Hispanic women and their female relatives. Also, the Department issued RFB's for 10 conferences entitled "Booker T. Washington Revisited" to be held for African American female and male teens. Both of these RFB's required a joint application from an LEA and a CBO.

THE PERKINS ACT OF 1984, STRONGLY STATED AS ONE OF ITS PURPOSES, ". . .TO ASSURE THAT INDIVIDUALS WHO ARE INADEQUATELY SERVED UNDER VOCATIONAL EDUCATION PROGRAMS ARE ASSURED ACCESS TO QUALITY VOCATIONAL EDUCATION PROGRAMS. . ."

BARRIERS TO COLLABORATION

In rising to meet the mandates and challenges for cooperative programming, school districts and CBO's have had to confront long-held, mutually negative perceptions of each other. Operating in isolation over the years, each had developed a skepticism about the other's professionalism, credibility, and loyalties.

On the one hand, LEA's initially perceived CBO's as:

- fly-by-night operations, fiscally unsound, loosely structured, costly to audit
- having no credible curricula
- staffed by unqualified or unprofessional community members interested primarily either in making money or in gaining public attention or public office

In short, not an attractive business partner.

On the other hand, CBO's initially perceived LEA's as:

- representative of "the establishment," laden down with bureaucracy and difficult funding procedures
- interested in preserving the status quo
- serving a captive audience
- uninterested in, and certainly uncommitted to, serving different kinds of populations
- staffed by biased, condescending, "know-it-all," inflexible people with limited teaching skills and low expectations
- ineffective, non-placement-oriented vocational education programs so far removed from the job market as to be irrelevant to job placement
- having no support services or even knowledge of such services

In short, lacking in credibility with the community.

Perhaps the most detrimental perception held by CBO's of LEA's has been that CBO's serve LEA participants whom the schools already have failed and it would therefore be meaningless to return these people to those same institutions and teachers.

Yet, despite the misgivings on both sides, more actual LEA-CBO collaborative efforts have succeeded than have failed. When they have run into difficulty, it has been for reasons other than what preproject perceptions would

have indicated. In the 100 joint LEA-CBO projects funded by the California State Department of Education during 1989–90, reported difficulties resulted from the following:

Poor selection of a CBO by the LEA

Planning done only by the LEA, then afterwards asking the CBO to sign a contract guaranteeing involvement

The CBO having a project and wanting an LEA's cooperation regardless of state guidelines that might have precluded or limited LEA participation

Lack of knowledge by CBO of LEA constraints and fiscal systems;

for example, taking a long time to pay

Lack of knowledge by LEA of CBO boards and sign-off procedures

Unrealistic LEA requests that CBO's buy excessive insurance

LEA or CBO staff who were hard to work with

Lack of communication and support

In general, it was poor planning and insensitivity that undermined efforts to coordinate programs and services. Perhaps the most serious problems arose from omission of target group representation in the planning; for example, failure to involve African American male organizations in planning programs designed to improve services to the African American male population. In the future it is hoped that LEA/CBO partnerships will fully utilize these kinds of organizations to improve services to these populations. A description of some of these organizations is included in Chapter 5.

BENEFITS OF COLLABORATION

Successes have been far more prevalent than difficulties, resulting in gains for both LEA's and CBO's. As a result of working with CBO's, school districts were able to serve far more participants than they otherwise would have been able to serve. The quality of service provided by schools also has improved. School personnel have learned that it is essential to provide services that stabilize participants, for instance assisting with food and shelter, *before* placing them in vocational education programs. Staff who once thought that their only responsibility to single parents was to train them have discovered that they can do a better job if they provide or refer them to needed auxiliary services. School districts thus have expanded the number and kinds of service they offer, and also now serve previously unserved locations. This, of course, has increased goodwill in their communities.

In turn, such collaborations have benefited CBO's in providing access to various curriculum materials and state-sponsored training activities. Most importantly, CBO's have been able to serve participants previously excluded due to income or other requirements. Also they have been able to serve their participants better through new access to quality vocational education programs offered by LEA's. Within communities the credibility of CBO's, like that of LEA's, has increased.

It is important to note that many of the perceptions that LEA's and CBO's have held of each other are inaccurate. There are, for instance, warm, caring school personnel who are concerned about participants and willing to go out of their way to assist them; likewise, there are CBO's which employ professional staff. In working together, LEA's and CBO's have gained respect for one another and have come to highly regard what each does well. Together they have come to view themselves as partners working toward a common goal.

CBO's bring to the partnership:

Neighborhood roots and physical locations near participants with convenient, longer hours of service

Experience in reaching out and recruiting hard-to-reach persons

Assessment techniques more accurate in predicting participant success

Experience in running employment and training programs and close ties with business and industry, resulting in job placement

Support services and knowledge of community resources; and

Staff who are similar to participants ethnically and in gender and, thus, create a warm environment and a feeling of belonging and of "family"; who speak participants' language; who hold high expectations for participants and instill in participants belief that they can succeed; and who have overcome major barriers similar to those experienced by participants, such as welfare requirements and discriminatory practices

Because of all this, CBO's can help participants develop more meaningful action plans.

Schools bring:

Stability

A funding base with fiscal systems and accountability requirements

Equipment and other resources

Credentialed staff with experience in developing curriculum

Standard assessment tools

Counselors; and

A mainstream orientation

Both LEA's and CBO's have much to offer each other and the community. By working together they can take advantage of each other's strengths and can offer more comprehensive and effective services. Together they can assist disconnected youth and overwhelmed adults to enter the community and the world as productive members. As it made sense historically for LEA's and CBO's to coordinate their activities, it still makes sense today.

The next chapter reviews collaborative efforts already completed or which are ongoing between California LEA's and their CBO neighbors.

SUCCESSES HAVE BEEN FAR MORE PREVALENT THAN DIFFICULTIES, RESULTING IN GAINS FOR BOTH.

School and Community Partnerships Serving Single Parents

State and federal impetus has been given to cooperation between LEA's and CBO's. A review of collaboration patterns among California's LEA's reveals a wide variety in the numbers and kinds of CBO's involved. Some LEA's work with only one or two CBO's, while others participate, and even spearhead, monthly planning meetings with dozens of CBO's.

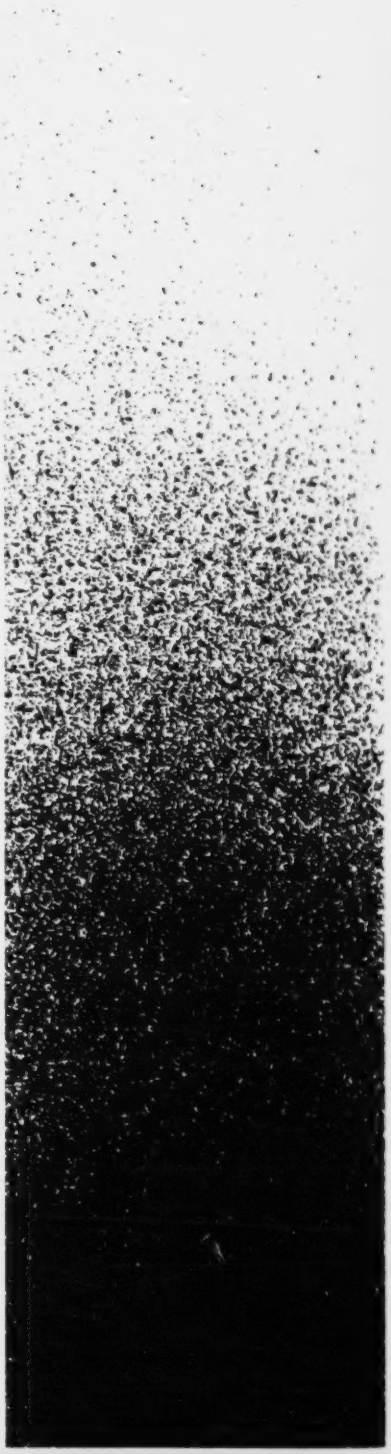
This review also shows diversity in the types of problems addressed. Some focus on one or two major projects while others provide day-to-day ongoing services. Many collaborations work toward making the LEA's programs and services more ethnic, race, and gender appropriate. Others target the specific needs of teen parents. All have resulted in enriched and more effective outcomes for participants.

This chapter, presented in a directory format, provides information on successful LEA/CBO partnerships throughout California. The focus is on single-parent projects, funded with Perkins money, through the Gender Equity Office of the California Department of Education, and includes Solo projects, Minority Single Parent/Homemaker projects, and Solo Transition projects. The descriptions are intended to give a general picture of each program along with examples of collaborative partnerships. Over time, programs evolve, people and activities change. These descriptions reflect programs during 1989–90 which may have different configurations at the time of publication.

EACH PARTNERSHIP DESCRIPTION INCLUDES:

- LEA, address, phone number, and contact person(s)
- Description of collaborative efforts
- CBO, address, phone number, and contact person(s)
- List of services, which are highlighted in purple

Many of the CBO's listed throughout this section are local affiliates of state, national, or international organizations, maintaining active chapters in California. These CBO's are designated with an asterisk (*), which indicates Chapter 5 provides additional detailed information. Any of the CBO's listed in Chapter 5 or the appendix might be recruited for collaboration.



BUTTE COUNTY ROP

9341 A Midway, P.O. Box 240
Durham, CA 95938

Contact Persons: Anita Homesley, Walter Beeler
(916) 891-2929

Butte County ROP has developed partnerships with numerous CBO's to enhance services to single and teen parents. People That Care and the Community Action Center provide the ROP with outreach and referral services.

Butte Tribal Council not only provides outreach and referral, but also conducts self-esteem workshops, preemployment training, job referral, and job-seeking skills training. The Council provides a crucially important perspective for serving the county's American Indian population. The Council has assisted the ROP in finding culturally appropriate ways to reach pregnant teens who are socially isolated. In this rural area, cooperation with the American Indian CBO has made a critical difference in helping young parents join the mainstream and work toward both parental and vocational success.

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
Assessment and Testing
Career Counseling
Work Exposure/Experience/Internships
Job-Shadowing/Field Trips
Newsletter
ESL
Mentoring
Preemployment
Preemployment Preparation
Job Training
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

Family Service Association and Butte County ROP cosponsor annual fall and spring teen parent conferences with participation by residents from nine counties. The regional conferences feature workshops on such topics as developing meaningful interpersonal relationships, becoming effective parents, drug- and alcohol-related birth defects, appropriate play and discipline for infants and toddlers, codependency, violent family relationships, financial independence through vocational education, and open adoption. The workshops have served not only to educate single parents, but also to heighten public awareness of youth pregnancy and parenthood issues.

At the time of our review, development was under way to form a multiethnic, cross-generational panel of single parents and displaced homemakers to broaden support services to these groups and to expand their avenues to economic self-sufficiency.

COMMUNITY-BASED ORGANIZATIONS

Community Action Center
2255 Del Oro Avenue
Oroville, CA 95965
Contact Person: Peter Kochaphum
(916) 538-7559

Butte Tribal Council*
3300 Spencer Avenue
Oroville, CA 95965
Contact Person: Jewel Pavalunas
(916) 538-7986

Family Service Association
Teen Parent Services
1216 Sheridan Avenue
Chico, CA 95926
Contact Person: Sam Yarborough
(916) 345-1600

Butte County Ministerial Alliance
3142 Claremont Drive
Oroville, CA 95965
Contact Person: Rev. Carl Fowler
(916) 533-6172

HACE
P.O. Box 4948
Chico, CA 95927-4948
Contact Person: Maria Lopez
(916) 395-2555

CENTRAL COUNTY ROP/ORANGE UNIFIED SCHOOL DISTRICT

250 South Yorba
Orange, CA 92669

Contact Persons: Linda Barber, Terri Snyder
(714) 771-7340

Central County ROP has cooperated with the Friendly Center, a CBO that works with the local Hispanic populations.

The Friendly Center offers workshops in Spanish on topics such as loss, assertiveness, codependency, dressing for success, stress reduction, financial planning, parenting, and being on your own. The Friendly Center has brought to the ROP an all-important Hispanic perspective to its program planning and service delivery systems and has allowed the ROP to serve people in their native language. The Center's staff have also served as role models for the ROP participants. The Friendly Center has assisted the ROP with its Women's Conference and has provided child care services to project participants.

COMMUNITY-BASED ORGANIZATIONS

Friendly Center
147 West Rose Street
Orange, CA 93033
Contact Person: Mary Garcia
(714) 771-5300

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
Assessment and Testing
Career Counseling
Work Exposure/Experience/Internships
Job-Shadowing/Field Trips
Newsletter
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Mentoring
Preemployment
Preemployment Preparation
Job Training
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

CENTRAL SANTA CLARA COUNTY ROP

760 Hillsdale Avenue
San Jose, CA 95136

Contact Person: Maria Martinez
(408) 723-6400

In establishing relationships with its partners, Central Santa Clara County ROP has sought to articulate effectively with existing community-based programs and to eliminate duplication of services. Working with the Center for Training and Careers and with Delta Sigma Theta Sorority, the ROP has broadened its outreach and developed a wide range of resources for participants.

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
Assessment and Testing
Career Counseling
Work Exposure/Experience/Internships
Job-Shadowing/Field Trips
Newsletter
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Mentoring
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Preemployment Preparation
Job Training
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

The Center for Training and Careers provides vocational assessment, interest surveys, vocational training, and on-site child care.

Delta Sigma Theta, a predominantly African American sorority, has provided outreach, intake, and vocational assessment for ROP participants.

Dann Services offers transitional employment opportunities as well as vocational counseling and evaluation for persons with emotional disabilities.

Single parents in the project have participated in monthly peer support groups and have received self-sufficiency training.

COMMUNITY-BASED ORGANIZATIONS

Center for Training and Careers
1600 Las Plumas Drive
San Jose, CA 95133
Contact Person: Rose Amador
(408) 251-8165

Delta Sigma Theta Sorority*
San Jose Alumnae Chapter
P.O. Box 51760
San Jose, CA 95151-5760
Contact Person: Zandra Conway
(408) 720-2220

COMPTON UNIFIED SCHOOL DISTRICT

417 West Alondra Boulevard
Compton, CA 90220

Contact Person: Charlene Diggs
(213) 639-4321

Compton USD has at times established both formal and informal relationships with a variety of private and public agencies.

Informal partnerships include the Employment Development Department, the Los Angeles County Sheriff's Department, U.S. Census Bureau, Northrop, Coca-Cola, Martin Luther King Hospital, Watts Health Center, Charles Drew Medical Center, Sickle Cell Foundation, Carnation Company, Bank of America, and Charles Drew Headstart Project.

Formal relationships exist with the YWCA of Los Angeles, Compton Branch, and with Delta Sigma Theta, South Bay Chapter. A SOLO project at the Compton YWCA targets reentry homemakers and features employment conferences, business/industry job interviews, assessment, training referrals, support groups, Dress for Success workshops, and counseling. YWCA has assisted Compton USD in the organization of a Women's Conference by providing outreach and personnel. A Resource Fair at the YWCA has been cosponsored by a group of the single-parent homemaker programs. Other YWCA resources available to participants include career fairs and Headstart workshops, a job board, a self-help library, training on preemployment issues, interviewing techniques, and self-esteem.

The "Options Unlimited" career conference is an annual event cosponsored by Compton USD, Lynwood USD, and Compton YWCA. Conference themes have included nontraditional careers, fastest growing careers, careers in technology, careers in the media, and making the right decisions.

Delta Sigma Theta is a predominantly African American, service-oriented sorority whose South Bay Chapter strongly emphasizes job placement. Delta Sigma Theta helps Compton USD minority single parents to overcome personal barriers, provides mentors through its Minority Women's Project, sponsors job fairs and health fairs, and offers workshops in basic skills, self-esteem, parenting, and computer. Delta Sigma Theta has assisted Compton USD in making follow-up telephone calls to program participants, in soliciting grant moneys, and in recruiting additional CBO support. The sorority also has helped with family Christmas and Halloween parties.

COMMUNITY-BASED ORGANIZATIONS

YWCA Los Angeles*
Compton Branch
509 East Compton Boulevard
Compton, CA 90220
Contact Person: Elaine Harris
(213) 636-1429

Delta Sigma Theta Sorority*
South Bay Alumnae Chapter
17919 Tamcliff Avenue
Carson, CA 90746
Contact Person: Julia Williams
(213) 774-6787

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
Assessment and Testing
Career Counseling
Work Exposure/Experience/Internships
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Preemployment
Preemployment Preparation
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Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

CONTRA COSTA COUNTY ROP

77 Santa Barbara Road
Pleasant Hill, CA 94523

Contact Person: Ellen Elster
(415) 944-3445

Contra Costa County ROP provides a comprehensive career assessment, counseling, job training and placement program for single parents and disadvantaged youth. By combining resources with JTPA, Department of Rehabilitation, Employment Development Department, GAIN, Social Services, and BOOST, participants are provided a "package" of support services that no one agency could provide alone. For example, most of Contra Costa County ROP's single parents are Department of Rehabilitation participants, which allows Workability II funds to be used to augment and leverage services to this population, thus providing a more comprehensive program.

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BOOST is a nonprofit-profit business/education partnership organization of over 325 business owners and professionals in the Richmond area. The organization provides support through internships for ROP students that assist in giving much-needed work experience. BOOST members also volunteer to provide career exploration activities, including job-shadowing, mentoring, and field trips. Many have been guest speakers in ROP classes. Several women in nontraditional occupations made presentations to participants and have been instrumental in expanding their vision regarding career choices.

Through a comprehensive vocational training program and a strong link with business, Contra Costa County ROP has had great success in placing single parents in rewarding jobs.

COMMUNITY-BASED ORGANIZATIONS

BOOST
333 11th Street
Richmond, CA 94801
Contact Person: Frank Davis
(415) 620-5259

CULVER CITY UNIFIED SCHOOL DISTRICT
CULVER CITY ADULT SCHOOL
4401 Elenda Street
Culver City, CA 90230

Contact Person: Joanne Lowe
(213) 839-4323

Culver City's CBO partners have included the Neighborhood Youth Association, Connections for Children, The Links, Inc., YWCA, and Saint Joseph Center.

The Neighborhood Youth Association offers, in both Spanish and English, workshops entitled "Parent Leadership Skills" and "Parents in Control." The Association has brought staff who speak Spanish, the first language of a significant number of project participants, to Culver City's programs. Along with the language bridge, the Association has also provided an Hispanic perspective helpful to Culver City as it strives to design services sensitive to Hispanic participant needs.

Connections for Children offers workshops entitled "Survival Skills for the Single Parent" and "Parenting and Empowerment."

The Links, Inc., has provided workshops, seminars, and support to Culver City's programs.

Culver City's collaborative efforts have resulted in formation of a 36 agency West Los Angeles Minority Women's Task Force, with an Education Task Force offshoot. The Education Task Force has funded 22 single parents from Mar Vista Housing Project for tuition, books, child care, and transportation. The broader Task Force has offered clerical training and training on equity issues and males.

COMMUNITY-BASED ORGANIZATIONS

Neighborhood Youth Association
3877 Grandview Boulevard
Los Angeles, CA 90066
Contact Person: Adelante Del Martinez
(213) 390-6645

Connections for Children
612 Colorado Boulevard
Santa Monica, CA 90401
Contact Person: Terry Ogawa
(213) 452-3325

The Links, Inc.*
P.O. Box 3694
Beverly Hills, CA 90212
Contact Person: Doris Valdry
(213) 276-5178

YWCA in Los Angeles*
West Los Angeles Branch
10936 Santa Monica Boulevard
Los Angeles, CA 90025
Contact Person: Joyce Bell
(213) 478-1228

Saint Joseph Center
204 Hampton Drive
Venice, CA 90291
Contact Person: Delila Alverez
(213) 392-5101

Assistance with Housing
Childcare
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Follow-up Services
GED/Basic Skills
Referral Source

EAST SIDE UNION HIGH SCHOOL DISTRICT

830 N. Capitol Avenue
San Jose, CA 95133

Contact Persons: Marilyn Hansen, Keith Bush
(408) 272-6443

East Side UHSD has collaborated with three CBO's: Center for Southeast Asian Refugee Resettlement (CSEARR), Economic and Social Opportunities, Inc. (ESO), and New Chance.

CSEARR provides intake, needs assessment, personal development planning, life skills management workshops, preemployment skills training and workshops, social services, vocational training, and job placement.

ESO offers a comprehensive job training program that includes vocational training, entry-level job preparation, individualized training, and a basic educational skills curriculum.

New Chance provides GED preparation, vocational training, placement, and parenting classes.

Program highlights include preemployment training, assessment, mentoring, a nontraditional career fair, and job skills training agreements with Job Corps, Central County Occupational Program, and Center for Training and Careers.

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Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

COMMUNITY-BASED ORGANIZATIONS

Center for Southeast Asian Refugee Resettlement (CSEARR)
330 West Hedding, Suite 115
San Jose, CA 95110
Contact Person: Mr. Hoang Bui
(408) 947-7727

Economic and Social Opportunities, Inc. (ESO)
999 Newhall Street
San Jose, CA 95126
Contact Person: Al Lemana
(408) 246-6550

New Chance
625 Educational Park Drive
San Jose, CA 95133
Contact Person: Mary Ventre Jacobs
(408) 923-3681

FOLSOM-CORDOVA UNIFIED SCHOOL DISTRICT
FOLSOM-CORDOVA ADULT SCHOOL

10850 Gadsten Way
Rancho Cordova, CA 95670

Contact Person: June Tanner
(916) 635-2753

Folsom-Cordova USD, though only recently funded, has already established strong partnerships with the local American Association of University Women (AAUW) and Soroptimist organizations, both of which have assisted the SOLO project with financial aid and human resources.

AAUW Citrus Heights/American River Branch has provided funds for project supplies and educational materials. Members have volunteered two evenings a week at the adult school child care center so that single parents can attend academic and vocational programs.

Together, AAUW and Soroptimists have co-sponsored self-esteem workshops, including a "Dress for Success" fashion show through cooperation with a local thrift shop. Soroptimists have also assisted with brochure printing costs and with community outreach.

The district has been especially pleased with the increase in participant feelings of self-worth generated through self-help groups and individual counseling.

COMMUNITY-BASED ORGANIZATIONS

American Association of University Women*
Citrus Heights/American River Branch
1611 University Avenue
Sacramento, CA 95825
Contact Person: Marian Kirkpatrick
(916) 920-3152

Rancho Cordova Soroptimist*
4101 Branch Center Road
Sacramento, CA 95827
Contact Person: Louise Houdelette
(916) 366-2076

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
Assessment and Testing
Career Counseling
Work Exposure/Experience/Internships
Job-Shadowing/Field Trips
Newsletter
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Preemployment
Preemployment Preparation
Job Training
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

FORTY-NINER ROP

360 Nevada Street
Auburn, CA 95603

Contact Person: Dr. Mary Lou Naylor
(916) 889-8020, ext. 6667

Forty Niner ROP, which covers the largest territory in the state, has relied heavily on a network of organizations to provide support services for its participants. Placer Women's Center has been ROP's primary partner.

Placer Women's Center offers an extensive array of services, including outreach, personal development, parenting classes, 24 hour crisis lines, support groups, drop-in centers, personal, educational, and employment counseling which can be done by telephone or in-person, referrals, legal and medical advocacy, and a full-time domestic violence shelter for women and children. Placer Women's Center provides each ROP participant with a complete intake and personal assessment report leading to appropriate educational or employment counseling and support services. In order to serve even its most remote constituents, the Center has established a satellite office in the Lake Tahoe area, located at the farthest reaches of the county. That office has now become an independent agency known as Tahoe Women's Services.

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
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Work Exposure/Experience/Internships
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Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

Forty-Niner ROP cosponsored a career conference entitled "Models for Success" with other LEA's, Women in Leadership, and Sierra College. Community groups pooled resources to grant scholarships to single-parent/head of household ROP students for attending the conference.

Forty-Niner ROP participants have taken advantage of the semiannual Placer County employers job fair, which offers an opportunity to meet employers, complete job applications on the spot, and receive individual career counseling. By way of follow-up, ROP has developed a job newsletter for all current and past ROP participants. The newsletter has provided ongoing information on career options, training opportunities, and requirements for specific job openings.

COMMUNITY-BASED ORGANIZATIONS

Placer Women's Center
P.O. Box 5462
Auburn, CA 95604
Contact Person: Barbara Webster
(916) 885-0443

FRESNO METRO ROC/P
11 South Teilman
Fresno, CA 93706

Contact Persons: Nancy Masich, Ida Tiscareno
(209) 264-9767

Fresno Metro ROC/P has developed partnerships with several CBO's which address the needs of single parents, teen parents, displaced homemakers, and several minority populations. These partnerships have allowed the ROC/P and their CBO's to provide much-needed resource information, referrals, support services, and programs to a wider segment of the community.

In cosponsorship with AKA Sorority and the LINKS, a minority single-parent conference was held at California State University, Fresno.

A conference for Hispanic males was held in cosponsorship with California State University, Fresno, Outreach Services and the League of Mexican American Women.

Lao Family Community of Fresno, which offers a broad range of resettlement services for Southeast Asian refugees, has acted as a referral agency and has assisted in the distribution of a single-parent resource directory.

YWCA has served as an advisory group and has assisted in gathering information for the resource directory. YWCA has served as a referral source and has provided parenting skills training and follow-up for participants of the multicounty teen parent conference held in Visalia.

COMMUNITY-BASED ORGANIZATIONS

The Links, Inc.*
5555 North West
Fresno, CA 93711
Contact Person: Mae Johnson
(209) 456-0699

League of Mexican American Women*
P.O. Box 686
Fresno, CA 93712
Contact Person: Carlotta DeLeon-Curti
(209) 268-9118

Lao Family Community of Fresno
3121 East Olive
Fresno, CA 93702
Contact Person: Peter Vang
(209) 264-4080

YWCA*
1600 M Street
Fresno, CA 93721
Contact Person: Jodi Palmer
(209) 237-4706

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
Assessment and Testing
Career Counseling
Work Exposure/Experience/Internships
Job-Shadowing/Field Trips
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Preemployment Preparation
Job Training
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

GRANT JOINT UNION HIGH SCHOOL DISTRICT

133 Grand Avenue
Sacramento, CA 95838

Contact Person: Jackie Ray Elston
(916) 921-3708

Grant Jt. UHSD's primary CBO partner is Delta Sigma Theta, Sacramento Alumnae Chapter.

This chapter has provided to Grant Jt. UHSD professional education, child care, job search and placement, one-on-one mentoring focusing on the needs of at-risk teens and displaced homemakers, and an extensive clothes closet.

Assistance with Housing
Childcare
Transportation
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Referral Source

Because more than fifty percent of its residents depend on public assistance, the district has linked with government and community organizations to help area families meet long-term vocational and basic survival needs. Community resource sharing has resulted in clothes closets and housing assistance, and church leaders have offered crisis counseling, emergency food, and temporary shelter.

Using Workability II grant moneys, the District has assisted adults with learning and other disabilities, ethnically diverse single parents/homemakers, and persons overcoming substance abuse, to conquer barriers to self-sufficiency. Del Paso community leaders, in concert with the Department of Rehabilitation and the District's own Vocational Education Department, have helped with preemployment skill training, transportation, child care, and housing assistance, parenting and independent living skills classes, mentoring, substance abuse counseling support groups, and nutrition/health "rap" groups. JTPA, GAIN, Adult and Community Education, and Workability II have provided child care and transportation for participants.

COMMUNITY-BASED ORGANIZATIONS

Delta Sigma Theta Sorority*
Sacramento Alumnae Chapter
831 Seamas Avenue
Sacramento, CA 95823
Contact Persons: Emily Rickman, Theresa Pradia
(916) 444-3711

HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT AND LA PUENTE VALLEY ROP

15959 East Gale Avenue
La Puente, CA 91749

Contact Persons: Donna Howing, Adriana Larson
(818) 333-3773
(818) 968-4738

Hacienda La Puente USD and La Puente Valley ROP have been able to assist its program participants in meeting basic survival needs, as well as educational and vocational needs, through collaboration with a variety of local CBO's.

La Puente Valley Food Pantry and local Soroptimist Clubs have provided food, clothing, and furniture to participants at no cost. The Pantry has referred SOLO participants to Hacienda La Puente Adult Valley Education; the Soroptimists have provided scholarships.

The District's Solo Transition project has benefitted from its implementor's membership in the local Chamber of Commerce, which has provided job-shadowing opportunities. The project implementor also serves as JTPA representative to the adult school, which houses an Economic Development Department satellite office. All of these factors have contributed to the unique effective collaborations among the LEA, CBO's, and business and industry. One hundred and thirty disadvantaged teen parents, aged 16 to 21, have received assistance with transportation, books, food, clothing, adult education, job preparation, and job placement.

The district's SOLO grant helped to leverage a $50,000 JTPA vocational training grant that served 284 teens and adults.

COMMUNITY-BASED ORGANIZATIONS

La Puente Valley Food Pantry
320 North Willow
La Puente, CA 91746
Contact Person: Susan Sigala
(818) 968-0579

Soroptimist Club*
2211 South Hacienda Boulevard
Hacienda Heights, CA 91745
Contact Person: Elaine Kindle
(818) 330-7990

La Puente Chamber of Commerce
15917 East Main
La Puente, CA 91744
Contact Person: Jane Ferris
(818) 330-3216

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
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Follow-up Services
GED/Basic Skills
Referral Source

HAYWARD UNIFIED SCHOOL DISTRICT HAYWARD ADULT SCHOOL

22100 Princeton Street
Hayward, CA 94541

Contact Persons:
Cindy Christovale,
Beth Booth
(415) 582-2839

Hayward USD has developed cooperative working relationships with numerous and diverse CBO's.

Southern Alameda County YWCA provides crisis counseling and education in parenting, family life, and management. YWCA has provided SOLO Project participants with "Women Who Love Too Much" workshops and with personal and career counseling.

Assistance with Housing
Childcare
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Soroptimists of Castro Valley has given a $500 scholarship to a SOLO participant, and Soroptimists of Hayward has given a $1000 scholarship to a program participant.

East Bay Faith Center has given Thanksgiving food baskets. Tiburcio Vasquez Health Center has conducted workshops on stress and coping with illness, while 4-H has provided a "Nutrition and Health" workshop.

Parents Without Partners has provided advertising and public relations services and has conducted fund-raising activities for Hayward's program. Hayward Children's Center Respite Program has provided child care. Tri-Cities Children's Center Respite Program has provided child care and has paid for ninety days of child care for Hayward USD program participants under stress.

The 1989–90 project year began with a "kick-off" conference designed to inform single parents and displaced homemakers of the many community services and resources available. The conference was a collaborative effort between Hayward, Oakland, Pittsburg and Concord SOLO Project, the Laney College Single Parent Project and the Southern Alameda County YWCA.

COMMUNITY-BASED ORGANIZATIONS

Southern Alameda County YWCA*
22366 Fuller Avenue
San Lorenzo, CA 94541
Contact Person: Jeanie Pina
(415) 785-2736

Soroptimists International of Castro Valley*
5490 Jensen Road
Castro Valley, CA 94552
Contact Person: Janice Friesen
(415) 537-4905

Soroptimists International of Hayward*
16143 Via Chiquita
San Lorenzo, CA 94580
Contact Person: Pat Griffen
(415) 278-6888

East Bay Faith Center
20450 Royal Avenue
Hayward, CA 94541
Contact Person: Reverend Michael Powers
(415) 786-3232

Tiburcio Vasquez Health Center, Inc.
33255 9th Street
Union City, CA 94587
Contact Person: Isabel Perez-Yanes
(415) 471-5907

University of California at Berkeley
Cooperative Extension, 4-H Program
224 West Winton Avenue, Room 147
Hayward, CA 94544
Contact Person: Lucretia Farton-Ramirez
(415) 670-5200

Parents Without Partners, Inc.
Hayward Chapter
P.O. Box 3341
Hayward, CA 94540
Contact Person: Regina Hurd
1-800-888-2574

Hayward Children's Center Respite Program
1036 A Street
Hayward, CA 94541
Contact Person: Christine Guyon
(415) 582-2182

Tri-Cities Children's Center, Respite Program
36601 Newark Boulevard, #47
Newark, CA 94560
Contact Person: Carol Thompson
(415) 794-5272

HEALDSBURG UNION HIGH SCHOOL DISTRICT

925 University Street
Healdsburg, CA 95448

Contact Person: Beth Bermudes
(707) 431-3427

The SOLO Project at Healdsburg High School planted the first seeds of awareness concerning the needs of pregnant minors, teen parents, and single parent/homemakers in the school system and community.

Healdsburg UHSD has enjoyed cooperative working relationships with Help for Teen Parents, GAIN, and Evangel Assembly. Help For Teen Parents makes home visits to students and conducts individual counseling. Additionally, it has served as an information source for both participants and the project implementor, and has referred participants to Healdsburg High School training programs. A secretarial skills lab for single parent/homemakers to obtain marketable job skills was developed in response to the increased single parent enrollment. This increase was due to improved support services and referrals. Besides business office skills, participants receive, in preparation for employment, training in resume and application writing, interviewing skills, and personal appearance. Additional services include career planning, educational assessment, parenting classes, health and nutrition education and counseling.

GAIN has referred participants to Healdsburg UHSD programs as has Evangel Assembly.

COMMUNITY-BASED ORGANIZATIONS

Help For Teen Parents
3313 Chanate Road
Santa Rosa, CA 95404
Contact Person: Sharon Omen
(707) 576-4845

Evangel Assembly
P.O. Box 176
Healdsburg, CA 95403
Contact Person:
Reverend Richard Jacobs, Jr.
(707) 433-4222

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
Assessment and Testing
Career Counseling
Work Exposure/Experience/Internships
Job-Shadowing/Field Trips
Newsletter
ESL
Mentoring
Preemployment
Preemployment Preparation
Job Training
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

HUMBOLDT COUNTY ROP

901 Myrtle Avenue
Eureka, CA 95501

Contact Person: Donna Dusick
(707) 445-7122

Humboldt County ROP has formed a strong partnership with the Humboldt Child Care Council. The Humboldt Child Care Council provides a comprehensive program at four licensed sites, that includes (center-based) day and evening child care for infants, preschool, and school-aged children plus referral to licensed child care centers. The program also provides subsidized assistance to low-income working families, development of community child care resources, case management for pregnant teens, teen parents, and single heads of household, parenting skills workshops, child abuse prevention services, and in-home respite care for developmentally disabled children.

Assistance with Housing
Childcare
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Legal Advice
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Referral Source

The SOLO Project funds a caseworker at the Child Care Council to provide counseling, pre-vocational training, and referral to the ROP's vocational training programs. An ongoing weekly support group with on-site child care has provided single parents a supportive atmosphere in which to discuss and deal with common issues and concerns.

The major goal of Humboldt County ROP's SOLO Project has been to keep teen parents and ESL participants enrolled in educational/vocational services which provide skills to become economically self-sufficient. Besides providing career assessment, individual and group career counseling and community resource referrals, this project has been able to eliminate a major barrier (child care) for participants. On-site child care programs were developed with technical assistance from the Humboldt Child Care Council and by leveraging resources from the districts served by the ROP. Having child care available has increased attendance, leading to student success.

COMMUNITY-BASED ORGANIZATIONS

Humboldt Child Care Council
805 Seventh Street
Eureka, CA 95501
Contact Persons: Eda Bachrach, Gail Wills
(707) 444-8293

IMPERIAL VALLEY ROP

1398 Sperber Road
El Centro, CA 92243

Contact Persons: Ellie Kussman, Phyllis Colter
(619) 339-6434
(619) 356-1335

Imperial Valley ROP maintains formal partnerships with the Civic Function of the Future, the Quechan Tribal Council, and the Hildago Society.

Civic Function is an organization of African American citizens, working for the enhancement of the African American community through outreach, role modeling, and community oral history support groups. Quechan Tribal Council offers support groups, a referral network, and job-seeking skills to American Indians. Hildago Society offers support groups and a referral network to the Hispanic community.

Working creatively with these CBO's and with the District's Minority Grant programs, this ROP is able to focus on specific populations' special needs, coordinating and integrating services and offering a variety of special events. One such event is the collaborative County Child Development Annual Children's Fair, for which the District recently provided a storytelling event featuring American Indian, African American, Hispanic, and European storytellers along with African American gospel music, American Indian dancing, and Hispanic folkloric dancing.

Imperial Valley ROP chairs an annual conference for single parents, displaced homemakers, and teen parents. In conjunction with a planning group composed of a seven-high-school/ROP consortium, the CBO's involved in the District's Minority Grants, and other local service providers. Providers include GAIN, Mental Health, Association of Retarded Citizens, Probation Department, County Housing Authority, American Association of University Women, various churches, University of California Cooperative Extension, San Diego State University—IV Campus, and Imperial Valley College. Members of L.A.D.I.E.S. (Life After Divorce Is Eventually Sane) have been featured as keynote speakers.

Imperial Valley ROP uses the words "admiration, respect, and connection" in characterizing the working relationships with these various organizations.

Imperial Valley also participated in the "Adelante, Mujer Hispana" Conference sponsored by Oceanside USD and the "Booker T. Washington Revisited" Conference sponsored by San Diego USD.

COMMUNITY-BASED ORGANIZATIONS

Civic Functions for the Future
1738 Olive, Apartment B
El Centro, CA 92243
Contact Person:
Mr. Dilda McFadden
(619) 339-4501
(619) 339-6295

Quechan Tribe
P.O. Box 1352
Yuma, AZ 85366-9352
Contact Persons:
Lorraine White, President
(619) 572-0302 and
Charlene Webster, Implementor
(619) 572-0213

Hildago Society
410 South 10th
Brawley, CA 92227
Contact Person: Max Reyes
(619) 344-3700
(619) 344-9675

Assistance with Housing
Childcare
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Career Counseling
Work Exposure/Experience/Internships
Job-Shadowing/Field Trips
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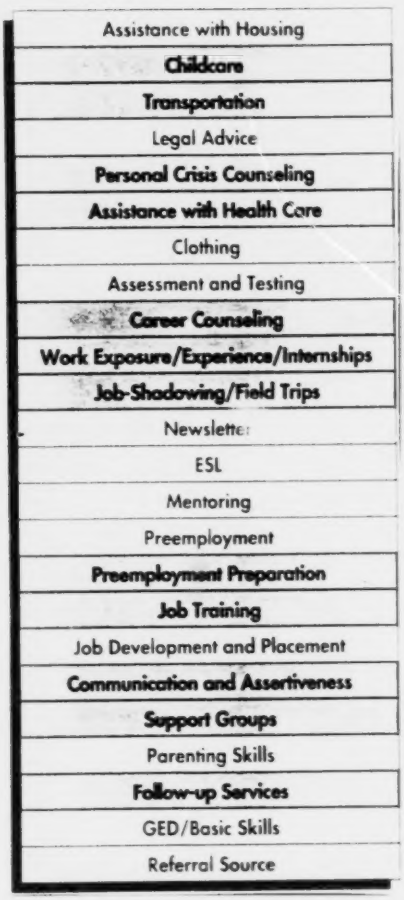
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

KERN UNION HIGH SCHOOL DISTRICT/ROC

501 South Mt. Vernon Ave.
Bakersfield, CA 93307

Contact Person: Geoge Cobb
(805) 831-3327

Through a funding partnership with GAIN and JTPA, Kern UHSD/ROC has been able to open a licensed day care facility at Bakersfield Adult School. This facility provides much-needed child care for single parents and displaced homemakers and alleviates tremendous transportation problems since children are on-site.



Kern UHSD/ROC was instrumental in the formation of the Single Parent and Homemaker Task Force Committee of Bakersfield. This group was founded in 1987 to develop a networking system to eliminate duplication of services and allow for more appropriate referrals.

The task force includes representatives from Community Health Center, Mental Health Association, Community Connection for Child Care, Mexican American Opportunity Foundation, Kern Linkage, Alliance on Family Violence, WIC, GAIN, Employers' Training Resource (ETR), and the ROC.

Kern Union High School District/ROC has established a cooperative arrangement with the YWCA, which provides a comprehensive referral/resource program for the women of Bakersfield. ROC students now enjoy access to YWCA's wide array of programs and services.

YWCA has provided advertising and outreach services as well as intake applications for people interested in vocational training. YWCA gives an interest survey to participants to ascertain the kinds of information and programming that would be useful. Followup occurs in biweekly meetings. Workshops have been conducted on Cardiac Pulmonary Resuscitation (CPR) and first aid, nutrition for one- to four-year-olds, substance abuse in maternal care, dressing for less, and parenting.

Participants attended a field trip to "Options Unlimited," the first annual Bakersfield women's business conference, cosponsored by Bakersfield College and the Junior League of Bakersfield. The conference was designed to help women reenter school or the workplace, start or manage a small business, seek career change and enhancement, explore today's child care choices, and cope with stress, time management, and sexual harassment.

COMMUNITY-BASED ORGANIZATIONS

YWCA*
1130 17th Street
Bakersfield, CA 93301
Contact Person: Trish Sanderson
(805) 823-6072

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KINGS COUNTY ROP

1144 West Lacey Boulevard
Hanford, CA 93230

Contact Persons: Harry Sussman, Darlene Stankovich
(209) 582-2823

Kings County ROP has participated as an active member of the Kings County ROP Consortium, which was formed to eliminate duplication of services to single parents/homemakers in the county. Other Consortium members have included the Kings Community Action Organization, County Department of Human Services (GAIN), County Health and Job Training Departments, and two other LEA's.

Kings County ROP collaborated with the College of the Sequoias (COS), Tulare County Office of Vocational Education (TCOVE), and Community Services for Employment and Training (CSET) to put on a "40 Plus Women's Conference" focusing on opportunities, rights, and maturational challenges. The conference featured Gloria Allred's motivational video and a local female judge sharing information on legal aspects of child support, housing, and sexual harassment. The fifty-seven workshop participants set goals and objectives and received information on loans, support services, and reentry programs. COS counselors offered vocational guidance, and COS sponsored a follow-up Career Fitness Workshop.

Kings Community Action Organization has provided child care resources and referral to ROP participants. TCOVE has conducted a reentry workshop designed to recruit women into ROP.

CSET offers reentry services for women returning to school and has made a video on women's rights. It has also has provided vocational resources for participants.

University students assigned to the Health Department updated the SOLO Resource Directory and distributed it to all service agencies in the county.

COMMUNITY-BASED ORGANIZATIONS

Kings Community Action Organization
1222 West Lacey
Hanford, CA 93230
Contact Person: Mona Andras
(209) 582-4386

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
Assessment and Testing
Career Counseling
Work Exposure/Experience/Internships
Job-Shadowing/Field Trips
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Mentoring
Preemployment
Preemployment Preparation
Job Training
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

KLAMATH-TRINITY JOINT UNIFIED SCHOOL DISTRICT

P.O. Box 1308
Hoopa, CA 95546

Contact Person: Lois Hyman
(916) 625-4818

Klamath-Trinity Jt. USD has worked hard to retain or to recover high-risk students, particularly teen single parents/homemakers for whom child care or motivation to finish high school has been a problem. To achieve its aims, the District has formed a number of important partnerships with tribal agencies.

The Tribal Education Department provides adult single-parent outreach and recruitment. The Department has made a classroom available to the district which has offered career counseling, job training, job placement, adult basic education, and other educational assistance. Addition of an American Indian attendance monitor to the Distict staff has provided cultural support, enhancing trust and stability for American Indian students.

The Hoopa Valley Business Council has worked to develop business and industrial training opportunities and job placements. The Business Council also has provided job preparation, training, and placement.

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Preemployment Preparation
Job Training
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

COMMUNITY-BASED ORGANIZATIONS

Hoopa Valley Manpower Program
Tribal Education Committee
P.O. Box 428
Hoopa, CA 95546
Contact Person: Marcellene Norton
(916) 625-4413

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LONG BEACH UNIFIED SCHOOL DISTRICT

701 Locust Avenue
Long Beach, CA 90813

Contact Person: Zdena McMullen
(213) 436-6111

Long Beach USD has developed working partnerships with several CBO's to provide resources and referrals for child care, transportation, personal counseling, clothing and shelter, assessment and testing, career counseling, work exposure, employment preparation, communication and assertiveness training, support groups, and parenting skills.

The National Council for Negro Women in Long Beach offers mentor services, a series of workshops on life skills tailored for young African American women, a nontraditional job fair, and clothing collection.

United Cambodian Community offers life skills workshops for their specific population along with fashion shows and a Job Fair. United Cambodian Community provides strong recruitment services and has a JTPA program on-site. They have mentored two district students.

League of United Latin American Citizens (LULAC) provides outreach and coordinates an intergenerational job fair.

These CBO's, along with AAUW, co-sponsored a job fair, which was warmly received by the community. Career advisers' efforts led to two additonal CBO's offering to help with next year's fair.

Westside Neighborhood Clinic offers outreach and ESL (English as a Second Language) classes. The Clinic has launched an innovative intergenerational outreach program, which has recruited Latino participants, notably young mothers needing vocational education and ESL, along with their parents needing remedial education.

The District collaborated with several CBO's to produce a resource directory for single parents. LULAC is in the process of translating it into Spanish.

Long Beach USD maintains contact with the Employment Development Department, the Department of Rehabilitation, other LEA's and single parent/homemaker projects, local shelters, business and industry.

COMMUNITY-BASED ORGANIZATIONS

National Council of Negro Women*
P.O. Box 16236
Long Beach, CA 90806
Contact Person: Naomi Bledsoe
Work: (213) 530-3883
Home: (213) 424-2107

United Cambodian Community
1322 Coronado Avenue
Long Beach, CA 90804
Contact Person: Smith Long
(213) 399-3798

American Association of University Women*
800 East Ocean Blvd.
Long Beach, CA 80813
Contact Person: Joyce Cassidy
(213) 436-8600

Westside Neighborhood Clinic
3760 Atlantic Avenue
Long Beach, CA 90810
Contact Person: Mary Annaya
(213) 595-5507

League of United Latin American Citizens*
P.O. Box 91044
Long Beach, CA 90809
Contact Person: Roberto Uranga
Work: (213) 590-6407

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
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Career Counseling
Work Exposure/Experience/Internships
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Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

LOS ANGELES UNIFIED SCHOOL DISTRICT
1320 West 3rd Street, Room 101
Los Angeles, CA 90017

Contact Person: Juanita McDonald
(312) 625-4555

Los Angeles USD has cooperated with numerous CBO's, several of which lend cultural perspectives important to appropriately serving Los Angeles USD's ethnically diverse population.

Women Helping Women, a program of the National Council of Jewish Women, provides career counseling, skill evaluation, help with résumé writing, interviewing techniques, and job strategies, and paraprofessional counseling, financial planning and career planning. Ongoing support and a talk line are provided.

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GED/Basic Skills
Referral Source

Westminster Neighborhood Association serves predominantly African American teens and adults with workshops on self-esteem and job preparation (motivation toward self-sufficiency), referral to independent study programs, scholarship programs, and temporary employment (after workshop completion), entrepreneur programs, and ongoing support groups. The Association serves as a strong referral source to community resources in addition to basic skills training, job shadowing, and mentoring.

Southern California Indian Center mainly serves American Indian, Alaskan Native, and Native Hawaiian people. The Center is strongly linked to JTPA and offers career counseling, individualized skills training, and life skills workshops. The Center works with the continuation school for GED preparation, high school diploma completion and serves as a strong referral source for other agencies.

Chicana Services Action Center offers a two-phased program. The first phase, Work Maturity, centers on outreach, career planning and simulation, preemployment, basic computer literary, and mentoring. A long-term teen mother program is included.

YWCA of Los Angeles offers the "Women Are Winners" program in which they use *Choices* and *Changes* in workshops. For modeling success, the program employs women speakers and provides career planning and peer counseling geared specifically toward Korean women. Fiber optics training through Abe Friedman Occupational Center also serves the Asian community as well as the greater community. Paraprofessional counseling, life skills management, and ESL classes are offered. A talk line is also available.

COMMUNITY-BASED ORGANIZATIONS

Women Helping Women
National Council of Jewish Women*
535 North Fairfax Avenue
Los Angeles, CA 90036
Contact Persons: Dorothy Huebel, Eilene Blaisch
(213) 651-2930

Westminster Neighborhood Association, Inc.
1776 E. Century Boulevard
Los Angeles, CA 90002
Contact person: Yvonne Payne
(213) 564-4578

Southern California Indian Center
1125 West 6th Street, Suite 101
Los Angeles, CA 90017
Contact Person: Sallie Cuaresma
(213) 977-1366

Chicana Action Service Center
134 East First Street
Los Angeles, CA 90012
Contact Person: Dorothy Gonzales
(213) 253-5959

YWCA of Los Angeles*
(Asian Pacific Services)
1125 West 6th Street, Suite 400
Los Angeles, CA 90017
Contact Person: Esther Kim
(213) 482-3470

LYNWOOD UNIFIED SCHOOL DISTRICT

11331 Plaza Street
Lynwood, CA 90262

Contact Person: Jeri Laurel
(213) 603-1584

Lynwood USD has collaborated with the YWCA of Los Angeles, Compton Beach Center, to carry out a conference on women and employment. The Conference focuses on preemployment training, offering participants four two-and-one-half-hour workshops covering the job search process. Conference outreach occurs through adult schools, mailings, libraries, and word of mouth.

The YWCA has participated in recruitment and has provided workshops on preemployment skills, work maturity skills, building self-esteem, and motivation. The YWCA also has assisted participants with resume writing, job application preparation, and acquiring job-appropriate clothing.

Strong linkage exists between JTPA, the ROP, and the District. Work with the ROP's Exemplary Youth Program provides job training for persons under 21 years of age.

COMMUNITY-BASED ORGANIZATIONS

YWCA of Los Angeles*
Compton Branch Center
509 East Compton Boulevard
Compton, CA 90221
Contact Persons: Elaine Harris, Zita Frazer-Houston
(213) 636-1429

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
Assessment and Testing
Career Counseling
Work Exposure/Experience/Internships
Job-Shadowing/Field Trips
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Preemployment Preparation
Job Training
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

MARIN COUNTY ROP

P.O. Box 4925
San Rafael, CA 94913

Contact Persons: Dedo Priest, Ruth Sluser
(415) 499-5842

Marin County ROP works closely with the Novato Human Needs Center and Community Action Marin. Both CBO's provide community locations for single parents and displaced homemakers to access vocational and educational services.

Marin County ROP's program is community based. Project staff meet biweekly with participants at a variety of sites. This may mean visiting a participant at the Marin Beauty School, the College of Marin, or the Headstart Child Development Center in Marin City.

The project offers assessment of educational abilities and interests, as well as values clarification. All participants develop educational/vocational plans and receive the assistance necessary to fulfill their plans. Development of job-seeking skills forms an integral part of the program and includes application and résumé preparation, interviewing techniques, and methods of securing employment.

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Follow-up Services
GED/Basic Skills
Referral Source

COMMUNITY-BASED ORGANIZATIONS

Novato Human Needs Center
1907 Novato Boulevard
Novato, CA 94947
Contact Person: Florrie Turconi
(415) 897-4147

Community Action Marin
408 Fourth Street
San Rafael, CA 94901
Contact Person: Dolores Enos
(415) 457-2522

MARYSVILLE JOINT UNION SCHOOL DISTRICT

1919 B Street
Marysville, CA 95901

Contact Persons: David Favro, Kathy Sexton
(916) 741-6006

Marysville Jt. USD collaborates with Parents' Place. The District operates an on-site child care program for alternative education students. The on-site child care program provides a valuable resource that eliminates a major barrier to parenting students. A special one-on-one educational assistance for Hispanic students enrolled in ESL classes is provided. Students have been able to achieve goals such as graduating from high school. Marysville Jt. USD has been able to leverage additional child care funds from GAIN and JTPA. Yuba County Health Department provides health, prenatal and postnatal follow-up to pregnant students.

Parents' Place has offered weekly parenting classes at the school site and conducted self-esteem building activities off-site. These activities have provided opportunities for students to interact with CBO staff both on and off the school site, developing effective parenting skills and a stronger success in all aspects of their lives.

COMMUNITY-BASED ORGANIZATIONS

Parents' Place
1208 F Street
Marysville, CA 95901
Contact Person: Betty Johnson
(916) 742-7911

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
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Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

MENDOCINO COUNTY OFFICE OF EDUCATION/ROP

575 Low Gap Road
Ukiah, CA 95482

Contact Person: Pat Gein, Ken Trough
(707) 463-4904

Mendocino County ROP has strengthened ties with the Departments of Mental Health, Child Protective Services, Rehabilitation, Social Services, Employment Development and other county departments. Also, it has collaborated with a number of CBO's, including the Bright Center of North Coast Opportunities, and the Center for Education and Manpower Resources.

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North Coast Opportunities has provided ROP participants with outreach, assessment, job counseling, personal development planning, support services, child care, and transportation assistance.

In the Ukiah and Fort Bragg area, the Center for Education and Manpower Resources has served ROP single parents and displaced homemakers through a careers and job club program that provides job training and placement.

The Employment Development Department has provided referral services for single parents, through a group composed of various agencies within the community which deal with single parents and displaced homemakers. These agencies support one another and network with Project Sanctuary, a shelter for battered women.

The Bright Center of North Coast Opportunities has provided workshops and services to the Young Parent program at the high school. The Bright Center offers ongoing service to the program.

COMMUNITY-BASED ORGANIZATIONS

North Coast Opportunities
413 North State Street
Ukiah, CA 95482
Contact Person: Daniel Steinhagen
(707) 462-1954

Center for Education and Manpower Resources, Inc.
Ukiah, CA 95482
Contact Person: Bruce Alfano
(707) 468-0194

MERCED COUNTY OFFICE OF EDUCATION/ROP

632 West 13th Street
Merced, CA 95340

Contact Person: Ida Johnson
(209) 385-8347

Merced County ROP single-parent and equity implementors recognized a need to involve parents and community organizations in District efforts with high-risk students. The result was a six-week twice-weekly series of intensive summer workshops for parents and CBO administrators. Motivational speakers from the Bay Area and Los Angeles conducted the series. Content included familial role identification, expecting the best scholastic performance from one's children, how to assist teachers in obtaining optimal achievement with high-risk students, modeling career success, and reducing disciplinary problems at home and school. These popular workshops not only empowered parents, but inspired some to return to school. Continuation of this program was made possible through Title III-A funding. The ROP has sought other grants to build business-school-community partnerships to link with JTPA summer youth job developers.

Merced County ROP has formed partnerships with several CBO's reached through the summer workshop series, including some ethnic-specific organizations.

Merced 4-H has provided ROP teen parent participants with training in parenting skills, health care, decision-making, communication, and assertiveness. 4-H also has provided these same participants with mentoring, counseling, and transportation.

Hmong Women's Group provides outreach and recruitment for vocational classes and sponsors an annual cultural show and career day. The Group has conducted workshops and support groups for ROP participants with transportation provided. Hmong Women's Group lends the ROP a valuable cultural perspective for understanding and meeting the needs of Hmong women.

Mujeres Latinas also has lent ROP an important cultural perspective, in this case with planning programs for Latina women participants. Mujeres Latinas has conducted one-on-one mentoring with project participants and has transported teen parents to conferences.

Delta Sigma Theta Sorority, Merced Alumnae Chapter, has provided one-on-one mentoring with teen parents, conducted "seminars on wheels," sponsored field trips, presented workshops on topics including job preparation, money management, and dressing for success, and cosponsored a career day at the high school.

The American Association of University Women (AAUW) has collaborated with 4-H and the teen parent project in conducting a seminar on teen pregnancy.

COMMUNITY-BASED ORGANIZATIONS

Merced County 4-H Council
2145 West Wardrobe
Merced, CA 95340
Contact Person: Jan Harwood
(209) 385-7403

Hmong Women's Group
7159 Today Circle
Winton, CA 95388
Contact Person: Kia Lee
(209) 209-357-2846

Mujeres Latinas
P.O. Box 1128
Merced, CA 95341
Contact Person: Cynthia Garcia
(209) 723-1728

Delta Sigma Theta Sorority*
Merced Alumnae Chapter
P.O. Box 1303
Atwater, CA 95301
Contact Person: Silva Fuller
(209) 385-6615

American Association of University Women*
2855 Bedford Drive
Merced, CA 95340
Contact Person: Anita Martin
(209) 722-2430

Assistance with Housing
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Communication and Assertiveness
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Follow-up Services
GED/Basic Skills
Referral Source

MISSION VALLEY ROP

40230 Laiolo Road
Fremont, CA 94538

Contact Persons: Randi Fewel, Joan Yoos
(415) 656-0533

Mission Valley ROP has developed a SOLO Network that has generated over $180,000 in funding through joint projects. These projects include child care vouchers for ROP students and teen parent project participants, an on-site child care program, a self-sufficiency and self-esteem program for the homeless, a "grants network" that has hired a fundraiser for the network, and counseling for SOLO participants. The strong collaboration and networking of Mission Valley ROP and local CBO's have generated funding for programs that would not have otherwise been developed.

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Highlights of Mission Valley ROP's program include a Housing Scholarship Committee, which has awarded thirteen housing scholarships to low-income single parent/homemakers attending ROP classes. A total of 28 women and 45 children have had stable, safe and affordable housing since this program began in 1988. A $2,400 grant from the City of Fremont provides for in-depth individual psychological therapy for participants.

Community Counseling and Educational Center and Fremont Youth and Family Counseling Center both provide counseling services and have referred participants to ROP.

COMMUNITY-BASED ORGANIZATIONS

Community Counseling and Educational Center
39355 California Street, Suite 100
Fremont, CA 94538
Contact Person: Barbara Humphries
(415) 792-4964

Fremont Youth and Family Counseling Center
1251 Peralta
Fremont, CA 94536
Contact Person: Bob Duriet
(415) 791-4344

MONROVIA UNIFIED SCHOOL DISTRICT

Monrovia Adult School
1831 Santa Fe Place
Monrovia, CA 91016

Contact Person: Marilyn Comouche
(818) 357-3397

Monrovia USD has developed a strong cooperative working relationship with Monrovia Unity Center, which provides primary access to the population the SOLO program seeks to serve.

The Monrovia Unity Center's director and staff participate actively in the outreach effort, publicizing SOLO through their contact with churches, business and civic organizations, and other community service agencies. Besides offering primary contact with SOLO's target population, the Center has provided a site for support group sessions. Monrovia Unity Center offers a food pantry, clothing, counseling and legal assistance, mental health services, and job referrals and placement. Additional assistance is provided by Santa Anita Family Services.

In addition to its more formal relationship with Monrovia Unity Center, the District has formed informal partnerships with JTPA and the ROP at the adult school. Many JTPA students are single parents or displaced homemakers, and the majority of people seen at Unity Center are eligible for and interested in JTPA and ROP program offerings.

COMMUNITY-BASED ORGANIZATIONS

Monrovia Unity Center
148 East Colorado
Monrovia, CA 91010
Contact Person: Josephine Anderson
(818) 358-3486

Assistance with Housing
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NORTH ORANGE COUNTY ROP

2360 West La Palma Avenue
Anaheim, CA 92801

Contact Persons:
Laurie Manseau,
Becky Miltenburger,
Camina Sylvestro
(714) 776-2170, ext. 270

North Orange County ROP is a member of a consortium that includes the Anaheim Union High School District, Brea-Olinda Unified School District, and Placentia Unified School District. The Consortium was formed to maximize the effect of single parent/homemaker and gender equity funding and activities.

Along with Community Colleges, Adult Schools, ROP's and CBO's, the Consortium cosponsors an annual single parent/homemaker in transition conference entitled, "Making Connections: Pathways to Personal Power." A series of six workshops focus on the transition theme, promoting self-esteem and providing participants with vocational assessment, nontraditional career awareness, and skill development in the areas of decision-making, goal-setting, and action planning. CBO linkage is reinforced throughout the conference.

Those who complete the six workshops are encouraged to attend monthly "Graduate Connections" support group and networking meetings provided by North Orange County ROP's contracted CBO partner, Coalition for Children, Adolescents and Parents (CCAP). These meetings focus on parent-child communication, stress management, and self-esteem.

Besides providing ROP participants with positive guidance toward self-confidence and self-esteem, CCAP has carried out the "Two Families in Transition" program for adolescents and parents and has sponsored Adolescent/Child Watch, involving a consortium of agencies and organizations that share resources on child care issues. Through its programs and newsletter, CCAP provides outreach and recruitment for the ROP.

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COMMUNITY-BASED ORGANIZATIONS

Coalition Concerned with Children, Adolescents and Parents
1440 East First Street, Suite 309
Santa Ana, CA 92701
Contact Person: Cynthia Scheinberg
(714) 972-4859

NORWALK-LA MIRADA ADULT SCHOOL

14800 South Jersey Avenue
Norwalk, CA 90650

Contact Person: Melania Edwards
(213) 868-9858

Norwalk-LaMirada has cooperated with the League of United Latin American Citizens (LULAC) which provides scholarships to graduating seniors to assist them in furthering their education.

Program highlights include seminars and a career fair day featuring workshops on self-esteem and strategies for success in college. Through these efforts, students have been helped to work out career plans and to reduce math anxiety, tone up basic English skills, and sharpen reading skills.

This program assists single parents and displaced homemakers by providing funds for the purchase of books, tuition, and child care. By eliminating these barriers, participants have become more successful in accessing both academic and vocational programs at the adult school. In addition to financial assistance, the program conducts a weekly self-esteem support group facilitated by a Marriage, Family and Child Counselor (MFCC). This group has been extremely successful in raising participants' self-esteem and improving their success in school.

Norwalk-LaMirada Adult School networks closely with LULAC, which provides referral services to the adult school. Because of the increase in the number of Hispanic students and the success of the support group, a Spanish-speaking support group is currently being developed.

The support group has had presenters from the State of California Department of Rehabilitation, Cerritos College Re-entry Program and others. As a group, participants have attended conferences, including a leadership conference sponsored by a neighboring adult school. Participants have transformed themselves from victims to persons in charge of their own lives.

COMMUNITY-BASED ORGANIZATIONS

League of United Latin American Citizens*
12712 Hoback Street
Norwalk, CA 90650
Contact Person: Louie B. Marin
(213) 324-4451

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OAKLAND-ALAMEDA ROP AND OAKLAND UNIFIED SCHOOL DISTRICT

1025 2nd Avenue, P-14
Oakland, CA 94606

Contact Persons:
Chris Christovale,
Genita Pacely
(415) 638-8484

Oakland-Alameda ROP maintains formal partnerships with Southern Alameda County YWCA, Alpha Kappa Alpha, and Korean Community Center of the East Bay.

The YWCA provides participants with counseling and family life education, as well as workshops on "Women Who Love Too Much" and life management skills. YWCA also offers referral and placement services and serves as a resource for such personal needs as clothing, food, and transportation.

Alpha Kappa Alpha provides outreach services, mentoring, and workshops for single parents.

The Korean Community Center offers outreach, information and referral, personal, educational, and employment counseling, and support groups.

The East Bay Faith Center Church has joined with both Hayward and Oakland school districts in providing Thanksgiving food baskets. Several other organizations, including Chabot College and the Contra Costa County Advisory Committee on Employment, have informally supported Oakland's project .

Oakland-Alameda began the project year with a conference jointly sponsored by a number of Bay Area SOLO Projects.

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COMMUNITY-BASED ORGANIZATIONS

Southern Alameda County YWCA*
22366 Fuller Avenue
San Lorenzo, CA 94541
Contact Person: Jeanie Pina
(415) 785-2736

Alpha Kappa Alpha Sorority*
4513 Capewood Terrace
Fremont, CA 94538
Contact Person: Cheryl Spencer-Penwick
(415) 475-9008

Korean Community Center of the East Bay
3538 Telegraph Avenue
Oakland, CA 94609
Contact Person: Kwang Woo Han
(415) 547-2662.

East Bay Faith Center
20450 Royal Avenue
Hayward, CA 94541
Contact Person: Reverend Michael Powers
(415) 786-3232

OCEANSIDE CITY UNIFIED SCHOOL DISTRICT

2111 Mission Avenue
Oceanside, CA 92054

Contact Persons: Louann Gigante, R. J. Williamson
(619) 967-1322, ext. 553

Oceanside City USD has developed numerous formal and informal CBO partnerships that provide students with invaluable "real world" experiences and a range of support services necessary to their vocational success.

Informal partners include the Department of Social Services, GAIN, Employment Development Department (EDD), YMCA Child Care Resource Service, North Coast Recovery Center, Women's Resource Center (a shelter for abused spouses), Casa De Amparro (a shelter for abused children), Soroptimists, Oceanside Library—Project CLIP, City of Oceanside Housing Department, SANDAPP, SHARE, Lifeline, and civilian personnel of the U.S. Marine Corps' Camp Pendleton. Thirty agencies collaborate to put on a semiannual outreach and awareness informational "Community Services Agency Fair."

Formal relationships exist with the Oceanside Chamber of Commerce, the March of Dimes Foundation, Metropolitan Area Advisory Committee (MAAC) Headstart, and SER Jobs for Progress.

The Oceanside Chamber of Commerce, with EDD, has offered "Shadow Days" (business shadowing opportunities) to 85 participants. A "kick-off" breakfast, transportation, and a certificate are provided for each participant.

Development of a Teen Father Group inspired the March of Dimes Foundation to give $6,000 for weekly campus visits by a registered nurse. The nurse provided counseling on health issues, prenatal information, and Lamaze classes to pregnant teens and their coaches.

MAAC Headstart has provided important outreach and linkage with the Hispanic community, and SER Jobs for Progress refers JTPA eligible students for vocational training.

Mira Costa College has provided a $4,000 grant to supplement child care. Oceanside City USD Migrant Education has provided a mini-grant to fund an after-school "career choice" class for more than 100 students. Migrant Education also offers self-esteem seminars and has produced a play, with student actors, entitled "Scenes of Our Lives," depicting cultural struggles experienced by families as career choices are made. The play was videotaped and presented at a migrant education parent meeting. Cable stations are considering professionally retaping the production for their Access program and Spanish channel.

COMMUNITY-BASED ORGANIZATIONS

MAAC Headstart Project
503 Vista Bella, #1
Oceanside, CA 92056
Contact Person: Erendira Able
(619) 439-5606

YMCA Child Care Resource Service
380 Mulberry Drive, Suite A
San Marcos, CA 92089
Contact Person: Paula Leard
(619) 471-2751

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PASADENA UNIFIED SCHOOL DISTRICT

351 South Hudson
Pasadena, CA 91109

Contact Person: Dr. Kathy Moore
(818) 568-4547

Pasadena USD has formed cooperative working relationships with Women at Work and Delta Sigma Theta Sorority.

Women at Work works closely with local shelters and offers a six-week course in career planning, goal setting, employment preparation and testing, and résumé writing. The organization provides job development and placement services, publishes a newsletter, and offers a program, "Women in the Trades." This program focuses on nontraditional occupations and refers women to interviews for jobs in the trades.

In the Pasadena area, Delta Sigma Theta offers a series of programs that increases African American cultural awareness. Members share personal experiences with participants, visit museums, and go on other field trips. Delta Sigma Theta in Altadena has provided a ten-week computer literacy course for parents and students. The group also has worked with the "Males in Equity" program.

The Homeless Project provides shelter occupants with referrals for housing, child care, transportation, and job training.

Pasadena USD maintains a strong link with Pasadena Community College, and the District's Vocational Education department has established a partnership with the University of Southern California. The latter provides mentors to encourage students toward nontraditional careers via USC's "Women in Engineering/Science/Mathematics" program.

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COMMUNITY-BASED ORGANIZATIONS

Women at Work
78 North Marengo Avenue
Pasadena, CA 91101
Contact Persons: Betty Ann Jansson, Kate Pope
(818) 796-6870

Delta Sigma Theta Sorority*
P.O. Box 38
Altadena, CA 91001
Contact Person: Deborah Williams
(213) 684-3265

PASO ROBLES JOINT UNION HIGH SCHOOL DISTRICT

P.O. Box 7010
Paso Robles, CA 93447

Contact Persons: Richard Benitez, ext. 206
Alice Jones, ext. 229
(805) 238-2222

Paso Robles Jt. UHSD has developed a strong network and referral system with a broad array of agencies, including San Luis Obispo County Health Department, Department of Social Services (Child Protective Services), GAIN, Atascadero Unified School District's Adult School, Twin Cities Community Hospital, Pediatric Associates, Children's Home Society, Cuesta Community College, and the Economic Opportunity Commission.

The Economic Opportunity Commission of San Luis Obispo County, Inc., provides outreach, assessment, job training, job development and job placement, day care information and services, family planning services, and support services.

Paso Robles Jt. UHSD experienced San Luis Obispo County's lowest dropout rate during 1989–90. The District gives much of the credit to the support services and dropout prevention efforts of the SOLO Program.

SOLO has focused attention on participant need for day care. The District Board of Trustees has been working to create a partnership with the Private Industry Council to meet that need.

COMMUNITY-BASED ORGANIZATIONS

Economic Opportunity Commission of San Luis Obispo County, Inc.
880 Industrial Way
San Luis Obispo, CA 93401
Contact Person: Elizabeth Steinberg
(805) 544-4355

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PITTSBURG UNIFIED SCHOOL DISTRICT

Pittsburg Adult Education Center
20 East 10th Street
Pittsburg, CA 94565

Contact Persons:
Richard Hurley,
Bridgette Warren-Moffett
(415) 439-2031

Pittsburg USD SOLO project's theme is "Linking Women to Women's Services," indicating the project's strong commitment to working collaboratively with the community. With other projects and CBO's, Pittsburg USD cosponsored a single parent/displaced homemakers workshop at Laney College in Oakland. Transportation was provided for participants from the adult school. As a follow-up activity for the workshop, a self-sufficiency support group was formed that meets weekly and provides a supportive environment for participants. The success of the group contributed to Pittsburg Adult School's achieving the highest attendance rate in the country.

Participants enrolled in the Minor Parent Program receive weekly counseling and referred services. AAUW provides child care assistance through volunteer hours and provides materials for children in the child care center. This partnership has expanded Pittsburg USD's ability to provide child care support to meet a greater number of participants' needs.

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COMMUNITY-BASED ORGANIZATIONS

American Association of University Women*
501 West 18th Street
Antioch, CA 94509
Contact Person: Patty Chan
(415) 427-8542

PLUMAS AND SIERRA COUNTIES ROP

P.O. Box 10330
Quincy, CA 95971

Contact Persons: Larry Champion, Shirley Kassow
(916) 284-2200

Plumas and Sierra Counties ROP has developed partnerships with a number of CBO's. Significant collaboration has occurred among the California Indian Manpower Consortium, the Roundhouse Council, and Indian Education Services. These organizations, along with the ROP and several members of the Indian community, have established mutual trust and promoted conversation between tribal leaders and the CBO's. One result has been greater utilization of job training and vocational education programs.

The Roundhouse Council provides American Indian women with services that include career exploration, job orientation, field trips, and upgrading of skills.

Plumas Rural Services has provided participants with long-term child care, parenting workshops, and counseling.

Plumas Job Training Center provides job readiness and work maturity skills training, curriculum support, child care, counseling, and in-service training for staff.

The American Association of University Women has cosponsored a mother/daughter "Choices" group and plans to make this activity an annual project.

JTPA has offered on-site counseling, assessment, and basic skill remediation, and the county Probation Department and the Department of Social Services refer participants in need of skill remediation, education, or vocational training to the ROP.

COMMUNITY-BASED ORGANIZATIONS

Roundhouse Council
P.O. Box 217
Greenville, CA 95947
Contact Person: John Salter
(916) 284-6866

Plumas Rural Services
P.O. Box 1070
Quincy, CA 95971
Contact Person: Shelly Miller
(916) 283-4453

Plumas Job Training Center
522 Lawrence Street
Quincy, CA 95971
Contact Person: Tim Barnes
(916) 283-1606

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POMONA UNIFIED SCHOOL DISTRICT

605 North Park Avenue
Pomona, CA 91768

Contact Persons: Gordon Taylor, Shirley Butler
(714) 629-2551

Pomona USD has used SOLO seed money to form a broad support network for pregnant minors and teen parents. What began as semi-annual conferences has grown into twice-monthly support group meetings, and the possibility of weekly classes/support groups is under consideration.

The District enjoys formal cooperative working relationships with Greater Pomona Valley YWCA and the National Council of Negro Women. Greater Pomona Valley YWCA has provided outreach and mentors as well as conducted self-esteem workshops for teen parents and pregnant minors.

For adult single parents, Pomona USD works closely with the Adult School's job training, job placement, and esteem-building programs. All of these efforts dovetail with the District's informal partnerships that include the Kiwanis Club of Greater Pomona, Turning Point Counseling of Diamond Bar, the Department of Psychological and Social Services, Mt. San Antonio Community College, the Economic Development Department, and other public and private agencies within the City of Pomona.

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COMMUNITY-BASED ORGANIZATIONS

Greater Pomona Valley YWCA*
5323 Holt Boulevard
Montclair, CA 91763
Contact Person: Kristine Bulik-Hocum
(714) 624-4403

National Council of Negro Women*
P.O. Box 425
Montclair, CA 91763
Contact Person: Jeanette Ellis-Anderson
(714) 623-9942

RICHMOND UNIFIED SCHOOL DISTRICT

1108 Bissell Avenue
Richmond, CA 94801

Contact Person: Sandra Price
(415) 741-2888

Richmond USD maintains active working partnerships with the YWCA of Contra Costa, the English Action Center, and Familias Unidas. These organizations enable the District to offer a broader range of services and to make services available in culturally appropriate ways.

YWCA of Contra Costa assists in both planning and implementation of the program, offering counseling, job skills training, job education classes, and distribution of program materials.

The English Action Center is a joint project of the International Institute of the East Bay and Catholic Charities of the Diocese of Oakland. The Center offers ESL and Vocational ESL to Asian refugees of limited income. Classes take place in neighborhoods throughout the area. The Center's program combines ESL methods with bilingual/bicultural support, incorporating survival and employment skills into classroom work. The Center works closely with a variety of job training, employment, health, and counseling agencies.

Familias Unidas is a bilingual/bicultural mental health service designed to promote well-being throughout the Spanish-speaking community. The service seeks to validate the community's cultural heritage and identity, and to teach the skills and give the information necessary for coping with everyday living. Familia Unidas' services include therapy for individuals, groups, and families, sponsorship of creative, recreational and other activities to direct youth in positive directions, and community education, information, and referral to resources for food, housing, and clothing.

COMMUNITY-BASED ORGANIZATIONS

YWCA of Contra Costa*
3230 Macdonald Avenue
Richmond, CA 94804
Contact Person: Nancy Vandenberg
(415) 234-1270

English Action Center
2369 Barrett Avenue
Richmond, CA 94804
Contact Person: Barbara Racek
(415) 234-5110

Familias Unidas
205 39th Street
Richmond, CA 94804
Contact Person:
Dr. Dolores Sanchez
(415) 234-5463

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RIVERSIDE COUNTY ROP

P.O. Box 868
Riverside, CA 92502

Contact Person: Diane Rose
(714) 369-6313

Riverside County ROP has collaborated with Community Settlement Association, which has assisted the ROP in bettering its relationships with apprenticeship programs and in increasing class offerings for single parents.

Riverside County ROP conducts a comprehensive program for single parents, teen parents and displaced homemakers. This program provides a complete referral service for program participants and networks closely with over 15 community-based organizations. Groups such as GAIN, YWCA, JTPA, Community Action Agency, U.C. Cooperative Extension Service, the Community Service Association, and an Hispanic organization provide housing, food, child care, job training, legal services and educational programs. The ROP has hired a ROP/SOLO student services specialist who gives presentations in all ROP classrooms throughout Riverside County regarding the services the SOLO project provides for single parents. Workshops are conducted throughout the county on preemployment skills training, including interviewing, résumé preparation, and job search skills. Countywide activities are also conducted, many in cooperation with local community colleges. These activities include nontraditional career fairs, resource fairs, and reentry services. A "Salute to Women Conference," held jointly with Mt. San Jacinto College and Riverside County ROP, assists participants in accessing both vocational and academic resources and broadening their horizons regarding occupational choices. Follow-up services are conducted through ongoing referrals by the SOLO specialist and regular mailings to program participants informing them of upcoming activities as well as current employment information.

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COMMUNITY-BASED ORGANIZATIONS

Community Settlement Association
1806 Bermuda Street
Riverside, CA 92502
Contact Person: Barbara Logan
(714) 686-6266

RIVERSIDE UNIFIED SCHOOL DISTRICT

P.O. Box 2800
Riverside, CA 92516

Contact Persons: Dr. Don Lauder, Julie Mayer
(714) 788-7130
(714) 788-7150

Riverside Unified School District has formed a contractual partnership with Inland Area Opportunities Industrialization Center (OIC) in Riverside.

OIC provides outreach, counseling, job internship sites, and job placement. SOLO participants enjoy access to OIC's physical training program for improved health and fitness. Both OIC and the Department of Social Services have cooperated with the District in helping to publicize the SOLO and Solo Transition programs.

The District has developed numerous informal partnerships which have resulted in a variety of otherwise unavailable opportunities for participants.

Pfizer Corporation has donated scholarships for women to attend self-esteem workshops and to receive child care stipends. Other corporations have supplied speakers for employment workshops.

Riverside County Drug Abuse Team, California Youth Authority, Inland Area OIC, Ministerial Alliance, Loma Linda University, Children's Home Society, the State Department of Corrections, and the University of California at Riverside have cosponsored a Career Fair. Greater Riverside's Chamber of Commerce members have placed six SOLO students in management training positions with McDonald Corporation.

University of California at Riverside's Ethnic Studies Department has provided peer tutoring that has helped motivate SOLO participants to enroll in vocational and professional programs.

COMMUNITY-BASED ORGANIZATIONS

Inland Area Opportunities Industrialization Center*
2222 Kansas Avenue, Suite G
Riverside, CA 92507
Contact Person: Woodie Ruchner-Hughes
(714) 359-5935

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

P.O. Box 2271
Sacramento, CA 95810

Contact Person: Harvey Fischer
916-454-6381

Sacramento City USD collaborates with the Sacramento YWCA, Alpha Kappa Alpha, Asian Resources Center, and La Familia Counseling Center, each of which provides culture-specific perspectives as well as important support services. Sacramento USD meets monthly with the four CBO's to share information and activities and to reaffirm objectives.

Sacramento YWCA assists single parents through a case management program that links them with community resources and individual counseling. YWCA provides workshops on self-development and preemployment preparation and refers participants to District vocational education programs for specific job skills development.

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Alpha Kappa Alpha, a predominantly African American sorority, provides disadvantaged single parents with a variety of support services, including assessment, counseling, and referral to vocational training or employment based on assessment results.

Asian Resources Center serves new immigrant refugees focusing on social/life skills and acculturation. The Center sees ESL classes as the basis upon which their participants will become economically self-sufficient and productive members of their new society.

La Familia Counseling Center provides school reentry information and services to single parents needing training, ESL, or job readiness skills. The Center offers preemployment skills training, job search, referral, advocacy, and conducts workshops on school and community resources throughout the community.

Through its work with these and other CBO's, Sacramento USD has increased its visibility and now finds itself being invited to participate in community events such as the Sacramento Housing and Redevelopment Agency's Drug Fairs to be held at public housing sites. The District will have "assessment booths" at the fairs.

COMMUNITY-BASED ORGANIZATIONS

YWCA*
1122 17th Street
Sacramento, CA 95814
Contact Person: Arlene Burgess
(916) 442-4741

Alpha Kappa Alpha Sorority*
3500 2nd Avenue
P.O. Box 5511
Sacramento, CA 95817
Contact Person: Elnor Tillson
(916) 451-9498

Asian Resources Center
2251 Florin Road, Suite E
Sacramento, CA 95822
Contact Person: May Lee
(916) 424-8960

La Familia Counseling Center
2111 28th Street
Sacramento, CA 95818
Contact Person: Anita Barnes
(916) 452-3601

SAN BERNARDINO COUNTY ROP

601 North E Street
San Bernardino, CA 92410-3093

Contact Person: Marion Telford
(714) 387-4448

San Bernardino County ROP is a member of the San Bernardino County Superintendent of Schools' Single Parent/Displaced Homemaker Gender Equity Consortium. Other Consortium members include San Bernardino City Unified, Victor Valley Union High, Rialto Unified, Colton Joint Unified, Fontana Unified, Rim of the World Unified school districts, and Colton-Redlands-Yucaipa ROP. The Consortium supervisor consults with members, carries out program development, and serves as liaison with district equity managers and educators, the Employment Development Department, the Department of Rehabilitation, GAIN and JTPA programs, funding sources, CBO's, local officials, and project participants themselves.

Consortium accomplishments include development of a two-county Community Resource Directory, and publication and distribution of a promotional vocational training programs booklet. Collaboration with San Bernardino Valley Community College and the County Commission on the Status of Women produced a career fair, a single-parent conference, a series of jobs search workshops, and a "Women in History Week," featuring a poster (with cash award) and essay contest. Additionally, inservice activites were conducted for education and business management staff and academic counselors on gender equity issues such as wage discrepancies, insensitive advertising and sexism in the media, curriculum sexism, and the effects of gender-biased attitudes in teaching, counseling, and employment.

San Bernardino County ROP maintains partnerships with a variety of CBO's, several of which lend cultural perspectives helpful to ROP in serving its diverse clientele.

Fontana Indian Center provides outreach and referral services to American Indians.

Somos Hermanas Unidas—Project Redirect teaches clerical skills and GED, videotapes mock interviews, and offers child care.

Bethune Youth Career Center teaches GED and computer skills courses, the latter strongly linked with JTPA; and the Center serves as host to African visitors.

The Industry Education Council serves in an advisory capacity.

COMMUNITY-BASED ORGANIZATIONS

Fontana Indian Center
9680 Citrus Aveune
Fontana, CA 92335
Contact Person: Mary Fuller
(714) 850-7500

Somos Hermanas Unidas—
Project Redirect
254 East E Street
Colton, CA 92324
Contact Person: Emma Lechuga
(714) 824-5350

Bethune Youth Career Center
849 East Foothill
Rialto, CA 92376
Contact Person: Debra Cooper
(714) 874-6000

Industry Education Council
601 North E
San Bernardino, CA 92410-3093
Contact Person: Mark Lyons
(714) 387-4440

Assistance with Housing
Childcare
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Career Counseling
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Communication and Assertiveness
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Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

SAN DIEGO COUNTY ROP

6401 Linda Vista Road, Room 306A
San Diego, CA 92111

Contact Persons: Betty Womack-Halvin, Virginia Byrd
(619) 569-5334

San Diego County ROP has developed collaborative working relationships with two Family Service Association agencies, one inland and one on the coast. Both agencies assist with recruitment and referral to ROP, and each provides direct service in the ongoing program.

On the coast, the Family Service Association agency offers divorce support groups (for single men and for single women), counseling, and relationship and communication workshops. ROP divorce programs have helped single fathers as well as divorced persons, and the ROP continually exchanges referrals with agencies and thera[illegible] specializing in these areas. Inl[illegible], the Palomar Family Counseling offers career counseling.

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At both locations, during the [illegible]OP's job search workshop series, an Association therapist observes and listens. Participants with personal problems are encouraged to make individual appointments. The Association counselor teaches assertiveness and self-esteem. Following the Job Search Series, the Association provided five follow-up support group sessions. Participation of the therapist has allowed the ROP to treat the whole person.

San Diego County ROP maintains several informal partnerships as well. These include Women's Resource Center, St. Clare's Home for Homeless Women and Children, and Lifeline. The ROP refers participants to the Department of Social Services, GAIN, and the Employment Development Department. The ROP has cohosted programs with Mira Costa College and has used the Career Centers at Palomar College and the Adult School in San Dieguito.

The ROP coordinator is a member of the North County Council of Human Care Services and each month attends three informational meetings with all of its partnership agencies.

COMMUNITY-BASED ORGANIZATIONS

Family Service Association of
San Diego County
6120 Paseo Del Norte #1
Carlsbad, CA 92009
Contact Person: Judy Leshefka
(619) 931-0286

Palomar Family Counseling
(also a Family Service Association agency)
1002 East Grand Avenue
Escondido, CA 92025
Contact Persons: Irene Sper, Paul Michalewicz
(619) 745-3811

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

350 Broadway
San Francisco, CA 94133

Contact Person: Evelyn Fitzgerald
(415) 241-6595

San Francisco USD "single parent" staff formed an Employment and Training Coordinating Committee to focus on the vocational needs of pregnant minors. The Committee developed corporate internships with both Chevron and Pacific Gas and Electric. The Committee has since merged with the Youth Employment Coalition, a Delinquency Prevention Commission project funded by the California Youth Authority. The merger has evolved into a 21 agency employment network that meets monthly to discuss cases, solve problems, and share expertise.

The District has contracted with one of the network members, Family Service Agency of San Francisco, Teenage Pregnancy and Parenting Project (TAPP), to provide to minor parents and pregnant teens an extensive case management program. Other services include child care, personal crisis counseling, health care, work experience, mentoring, communication and assertiveness training, support groups, parenting skills training, and basic skills education.

The District's New Ways Workers and the Hamilton Family Shelter have cofacilitated job readiness workshops for transient single adults. These programs were included in a nontraditional career fair involving CBO's from around the city, employers, employment training agencies, educators, and staff from Shelters for Battered Women, Independent Living Skills, and Department of Social Services Job Search. Several agencies have participated in follow-up with fair participants.

COMMUNITY-BASED ORGANIZATIONS

Family Service Agency of San Francisco
1010 Gough Street
San Francisco, CA 94109
Contact Person: Charleen Clemens
(415) 474-7310

Teenage Pregnancy and Parenting Project (TAPP)
1325 Florida
San Francisco, CA 94110
Contact Person: Charlene Clemens
(415) 695-8300

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SAN JUAN UNIFIED SCHOOL DISTRICT

5843 Almond Avenue
Orangevale, CA 95662

Contact Person: Fran Roberson
(916) 971-7419

San Juan Unified School District's Displaced Homemaker Program enjoys a working partnership with the Sacramento Evening Optimist Club.

The Displaced Homemaker Program and the Sacramento Evening Optimist Club cosponsor an annual career fair that offers participants the opportunity to meet professionals from a variety of fields. The Optimist Club provides mentors to assist participants in career exploration and to arrange job-shadowing experiences for them.

Informal referral partnerships exist with ROP, adult education, and local community college and university training programs.

An expanding reference library and job board give participants access to many vocational resources and community opportunities.

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COMMUNITY-BASED ORGANIZATIONS

Sacramento Evening Optimist Club
4629 Freeway Circle
Sacramento, CA 95841
Contact Person: Lee Earon
(916) 366-2161

SAN MATEO COUNTY OFFICE OF EDUCATION

333 Main Street
Redwood City, CA 94063

Contact Person: Pat Kurtz
(415) 363-5439

San Mateo County Office of Education has developed many partnerships with community agencies to provide services to single parents, displaced homemakers and teen parents. The primary partner has been Opportunities Industrialization Center West (OICW), an organization with a 20 year history of long-lasting success in the community. OICW offers a comprehensive program to participants that includes Adult Basic Education, GED, ESL, vocational training, job placement, counseling, child care, transportation, job search workshops, self-esteem workshops and coordination of community resources. OICW has been very important to the program by providing outreach and referral to high school, adult school and ROP vocational training programs throughout the county.

The Youth Employment Program, sponsored by the San Mateo County Private Industry Council (PIC), has worked with the office to develop paid work experience sites for teen parents, and the Child Care Coordinating Council has provided child care slots and referral services.

The single-parent projects also receive support from the San Mateo County Board of Supervisors Advisory Council on Women's Center. The Center provides legal and financial information, services, and workshops. Some of the program titles offered by the Center were "Restraining Order Clinic," "Telephone Assistance," "Family Law Workshops," "Divorce Workshops," "Financial Management Workshops," and "Ask a Lawyer."

This past year OICW cosponsored the "Booker T. Washington Revisited" conference. The conference was held at Raychem Corporation, and over 150 African American students from high schools throughout the county explored career options.

COMMUNITY-BASED ORGANIZATIONS

Opportunities Industrialization Center – West*
1100 O'Brien Drive
Menlo Park, CA 94025
Contact Person: Sharon Williams
(415) 322-8431

Youth Employment Program
430 Peninsula Avenue, Suite 2
San Mateo, CA 94401
Contact Person: Bob Vitorelo
(415) 696-1500

The Women's Center of San Mateo
300 Bradford Street
Redwood City, CA 94063
Contact Person: Janet Frakes
(415) 363-4471

Child Care Coordinating
Council (4C's)
1838 El Camino Real, Suite 214
Burlingame, CA 94010
Contact Person: Mary Petsche
(415) 692-6647

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SANTA BARBARA HIGH SCHOOL DISTRICT

723 East Cota Street
Santa Barbara, CA 93103

Contact Person: Robert Christian
(805) 963-4331

Santa Barbara HSD has a contractual partnership with the Alliance for Community Development.

The Alliance for Community Development is located in the Santa Barbara Community Center and offers a broad array of support services, including legal assistance, mental health services, JTPA programming, tutorials provided by community people, and transportation. The Alliance has solicited and obtained support for the SOLO Project from other CBO's, state agencies, and postsecondary institutions. The University of California at Santa Barbara, Santa Barbara Community College, religious charities, the PACE Center, the Endowment for Youth, AMBR House, La Casa de la Raza, the Santa Barbara City Fund, and the Klein Bottle are among those organizations recruited by the Alliance. AMBR House (A Mother and Babys Respite) has provided homeless SOLO participants with a clean, safe environment; their staff has provided career preparation.

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The District has carried out a comprehensive summer JTPA program for school-age parents. The program has focused on job development, training, and placement in addition to providing free transportation, child care, remediation classes, and work experiences. Collaborating programs include ROP, Vocational Education programs, the School Age Parent, and Infant Development Program, the CARE Program, and the Adolescent Family Life Program (a State Health Department affiliate). Santa Barbara Community College's Summer Bridge Program has provided realistic life transition simulations for high school seniors and graduates.

COMMUNITY-BASED ORGANIZATIONS

Alliance for Community Development
1136 East Montecito Street
Santa Barbara, CA 93103
Contact Person: Albert Morten III
(805) 965-8588

SANTA CRUZ COUNTY ROP

809-H Bay Avenue
Capitola, CA 95010

Contact Person: Pat Johns
(408) 479-5250

Santa Cruz County ROP cooperates with the Child Development Resource Center (CDRC), an organization with a long history of quality community service. Services include free child care and referrals, technical assistance to child care providers, advocacy on child and family issues, workshops for parents, providers, and community members, a child care job bank, and a respite child care program.

Together, ROP and CDRC offer both a parenting series and a career development series for single parents. CDRC sends a workshop flyer to a regular mailing list plus all GAIN participants. Workshop space fills within a few days. All workshops are held on weekday evenings; and free child care is provided. An informal support network has developed among many participants, giving them a sense of ongoing caring and confidence in taking control of their lives.

CDRC surveys participants to determine workshop topics, which have included stress management, managing multiple roles, time management, single-parent sanity, and career development. In addition, women in nontraditional occupations have made workshop presentations.

COMMUNITY-BASED ORGANIZATIONS

Child Development Resource Center
809-H Bay Avenue
Capitola, CA 95010
Contact Person: Marcia Meyer
(408) 476-7140

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SOLANO COUNTY ROP

655 Washington Street
Fairfield, CA 94533

Contact Person: Seretha Jefferson
(707) 421-6534

Solano County ROP enjoys working partnerships with Delta Sigma Theta Sorority, Vallejo Alumnae Chapter and Continental Omega Boys and Girls Club.

Delta Sigma Theta, a predominantly African American sorority, has provided mentors to teen parents from People's High School. As part of the program, Delta members have worked one-on-one with students, offering them opportunities to job-shadow for fuller understanding of job responsibility, self-sufficiency, and employment options. Delta, along with several churches and other CBO's, cosponsored the first annual Solano County African American Family Reunion, which included a job fair, health screening, and a variety of cultural and artistic events. Delta provides small group workshops to single parents and displaced homemakers on parenting skills, job preparation, community resources, consumer education, self-esteem, and building parent-child relationships.

Continental Omega Boys and Girls Club has conducted Images workshops for female students and has cosponsored the 1990 "Booker T. Washington Revisited" conference with Solano Community College's Afro-American Student Union.

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COMMUNITY-BASED ORGANIZATIONS

Delta Sigma Theta Sorority*
Vallejo Alumnae Chapter
P.O. Box 841
Vallejo, CA 94590
Contact Person: Mary Ann Adkins
(707) 644-4944

Continental of Omega Boys and Girls Club*
555 Corcoran Avenue
Vallejo, CA 94589
Contact Person: Pelton Stewart
(707) 643-1728

SOUTHERN CALIFORNIA ROC

2300 Crenshaw Boulevard
Torrance, CA 90501

Contact Persons: Linda Pope, Sheila Lewis
(213) 320-6700

Southern California Regional Occupational Center works cooperatively with the Torrance YWCA. The Torrance YWCA provides, in both Spanish and English, the following personal assessment and referral services: personal development planning, life skills management, employment-seeking skills, the Mother and Grandmother Program (a national support group program), Project Touch, a program run by psychologists for teens at risk, Toastmasters, and a variety of support groups, including groups for divorced persons and persons with alcohol-related problems.

Collaboration with the YWCA has allowed the ROC to serve participants in their native language. Highlights of the cooperative effort include workshops and group meetings, job training classes, and free child care.

The local Soroptimist Club has provided mentoring opportunities for students to increase their success in school and explore careers.

COMMUNITY-BASED ORGANIZATIONS

YWCA*
2320 West Carson Street
Torrance, CA 90501
Contact Persons: Nancy Fernas, Dona Marenos
(213) 320-2255

Soroptimist of Del Amo/Torrance*
2790 Skypark Drive
Torrence, CA 90505
Contact Person:
Lennie E. Faragaliah
(213) 533-5528

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Referral Source

STOCKTON CITY UNIFIED SCHOOL DISTRICT

701 North Madison
Stockton, CA 95202

Contact Persons: Bill Wisheropp, Beverly Ford
(209) 944-4315

Stockton City USD works with several CBO's and has had much success in leveraging resources for participants through these collaborative efforts.

The Links, Inc., offers a mentoring program that works with parents and girls to promote development of a positive family image. The group meets monthly with mentors and daughter-parent teams.

The Boys and Girls Club of Stockton, Inc., has developed a model African American male project that focuses on a community-based volunteer effort to introduce boys to the requisites of manhood. The program is based on introducing males to the rights of passage: personal, spiritual, economic, political, social, mental, physical, historical, cultural and emotional. The program is currently working with over 100 males in the 7th and 8th grade. The program has been successful in instilling a sense of self-determination and self-control in the boys who have been involved.

The Women's Center of San Joaquin County provides a comprehensive counseling program for single parent/homemakers including career counseling, preemployment preparation and personal counseling. The career counseling program includes career assessment, goal setting, education and training opportunities, current job openings and nontraditional career information. The preemployment preparation program includes resume writing, job applications, and interviewing skills. The personal counseling program includes communication skills, assertiveness, family violence, child abuse prevention, and parenting. The Women's Center provides bus tokens, reimbursement for books for those enrolled in school, referrals to housing, child care, transportation, legal aid, professional counseling, and other services.

Concilio, a United Way organization, has developed a project with Stockton City USD that identifies female single parents/displaced workers who want to go to work or attend school but do not know how to access these resources. Concilio provides counseling, tutorial and referral services to assist participants in gaining education and job placement. Junior high and high school females having problems staying in school are also served through a program designed to develop self-esteem and enhance academic skills through counseling and tutoring.

Planned Parenthood of San Joaquin Valley, a comprehensive reproductive health care program, provides services to single parent/homemakers and provides resources and support services to district professionals. Services include outreach, counseling, reproductive health, child care, training, and related services. High school students are served through cosponsored programs on self-esteem, self-awareness, and avoidance of sexual stereotyping and sex bias.

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COMMUNITY-BASED ORGANIZATIONS

The Links, Inc.*
1505 West Walnut Street
Stockton, CA 95203
Contact Person: Doris Edwards
(209) 464-2496

Boys and Girls Club of Stockton, Inc.*
505 Olympic Circle
P.O. Box 415
Stockton, CA 95205
Contact Person: Audrey Easter
(209) 466-1264

Women's Center of San Joaquin County
620 North San Joaquin Street
Stockton, CA 95202
Contact Person: Linda K. Fawcet
(209) 941-2611

Concilio
511 East Magnolia
P.O. Box 839
Stockton, CA 95201
Contact Person: Rosie D'Arcy
(209) 465-3489

Planned Parenthood of San Joaquin Valley
19 North Pilgrim, Engine House #3
Stockton, CA 95205
Contact Person: Lemuel Williams
(209) 466-0135

TRI-CITIES ROP
9401 South Painter Avenue
Whittier, CA 90605

Contact Person: Arlene Olivis
(213) 698-9571

Tri-Cities ROP has developed a partnership with Project Info that has provided outreach and has been a strong referral source.

Project Info conducts workshops about life skills management and parenting. The "Life Skills Management" workshop is ten hours long and covers the role of women in the workforce, building self-esteem, stress management, and assertiveness skills.

Vocational career assessments and an educational plan are developed with each single parent/homemaker. Participants are advised and assisted in planning their vocational career and in reaching those goals. Participants are encouraged to consider nontraditional occupations and to enroll in ROP, adult school, or community classes that will assist them in reaching their goals. Assistance with scholarships and financial aid is provided, and limited child care and transportation are available. Participants attend Project Info Workshops and are referred to many other community organizations for additional support services.

COMMUNITY-BASED ORGANIZATIONS

Project Info
9401 South Painter Avenue
Whittier, CA 90605
Contact Person: Irene Redondo-Churchward
(213) 698-6511

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TRI-COUNTY ROP
256 Wilbur, P.O. Box F
Yuba City, CA 95991

Contact Person: Bob Ginther
(916) 741-5120

Tri-County ROP maintains an active partnership with Yuba Sutter Enterprises (YSE) in serving both youth and adult single parents.

YSE provides young participants with support groups and one-on-one counseling. Both male and female high-risk youth have participated in a JTPA-funded mentoring project for which YSE locates mentors to assist students in career exploration. Young mothers enrolled at the Career Placement Center have access to on-site child care while attending school.

YSE works closely with adult participants and offers one-on-one counseling, support groups, and a link with Yuba College's reentry program. Adult participants receive child care reimbursement assistance to attend program activities and vocational training.

Tri-County ROP has been successful in leveraging additional funds to expand its programs' services. Both teen and adult participants have access to parenting and support groups targeting their age groups' needs. These groups were made available through a grant from the Early Childhood Intervention Program. A clothes closet of donated clothing to use for interviews and work has been popular with participants. Children's Home Society and GAIN have provided funds for additional participant child care reimbursement.

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COMMUNITY-BASED ORGANIZATIONS

Yuba Sutter Enterprises
1494 A Bridge Street
Yuba City, CA 95991
Contact Person: Grace Clement
(916) 671-2911

TULARE JOINT UNION HIGH SCHOOL DISTRICT

575 West Maple
Tulare, CA 93274

Contact Person: Ken Bryan
(209) 686-0225

Tulare Jt. UHSD has developed a collaborative working relationship with Community Services for employment and Training (C-SET), which connects participants with a wide variety of services. In Tulare County, this collaborative effort keeps single parent/homemakers, ineligible for JTPA services, from "falling through the cracks" and allows participants to access C-SET's comprehensive job training and placement services.

C-SET offers the following: preemployment services, including job search training workshops, one-on-one career and job search support counseling, assistance in the preparation of resumes, and job applications. C-SET has been very successful in placing participants in employment leading to self-sufficiency. Support groups are conducted with participants to provide them with a strong network of peer support and an avenue for participants to share and learn additional skills.

Tulare Jt. UHSD uses county Social Services Association meetings to maintain informal relationships with all of the county's CBO's, thereby allowing for the coordination of services directed to participants' personal needs with appropriate community resource providers. This forum also allows CBO's to keep up to date on each other's activities and programs, thus assisting in appropriate referrals.

COMMUNITY-BASED ORGANIZATIONS

Community Services for
Employment and Training
2150 South Mooney Boulevard
Visalia, CA 93277
Contact Person: Carolyn Rose
(209) 732-4194

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VENTURA COUNTY ROP

465 Horizon Circle
Camarillo, CA 93010

Contact Person: Susan Clark
(805) 388-4435

Ventura County ROP enjoys a working partnership with Project Understanding, an organization that has helped participants with survival needs (food and housing), health care, and preemployment issues. Participants also have access to Project Understanding's "Adopt-a-Family."

In hopes of assisting other agencies and businesses in solving the problem, ROP's SOLO Project contracted with Project Understanding to study the effect of an area housing crisis on single parents, displaced homemakers, and teen parents. At the suggestion of Project Understanding's director, SOLO staff contacted several agencies, interviewed their staffs, and studied their operations. The Ventura County Homeless Ombudsman was among those contacted. At her invitation, SOLO staff observed caseworker meetings about the homeless. Eventually, SOLO became a member of the Ventura Homeless Coalition composed of local agencies and CBO's working with homeless people and trying to alleviate the housing problem.

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SOLO staff participated in a Red Cross emergency shelter workshop and attended the first Ventura County Homeless Conference.

SOLO published *A Start-up Guide for Child Care Centers*, which has been used by the City of Oxnard, the Oxnard Plains Child Care Council, and Oxnard College. The City of San Buena Ventura has made the guide available to participants of the "Ventura Business Symposium."

"Warm-line" is available to displaced homemakers, teen parents, and single parents. This telephone service provides resource and refer-ral information on social services, child care, employment opportunities, and vocational training.

SOLO maintains working relationships with several educational agencies, including the Gateway Community School, Frontier High School, Oxnard Adult School, and the Oxnard College Re-Entry Program. SOLO and Oxnard College are working on the possibility of a joint effort to serve the reentry population.

Ventura County ROP and American Association of Retired Persons (AARP) are sponsoring a seven-week program about finances. AARP's "Women's Financial Information Program" (WFIP) provides information to midlife and older women with emphasis given to women who are divorced, separated, widowed, or who have never married, ...id to those who have had limited work experience outside the home. The series consists of lecture/workshop seminars conducted by community professionals and trained volunteers, and is presented in a nonintimidating manner. AARP is providing materials, training, technical advice, and the use of AARP's name and logo.

COMMUNITY-BASED ORGANIZATIONS

Project Understanding
43 East Vince
Ventura, CA 93001
Mailing Address: P.O. Box AE
Ventura, CA 93002
Contact Person: Mr. Pat Driskall
(805) 652-1326

American Association of Retired Persons
P.O. Box 3544
Ventura, CA 93006
Contact Person: Patti Longo
(213) 427-9611

WOODLAND JOINT UNIFIED SCHOOL DISTRICT

575 Hays
Woodland, CA 95695

Contact Person: Dean Andoe
(916) 662-0798

Woodland Jt. UHSD program participants are mainly young, Hispanic, newly legalized farmworker women facing many barriers in their lives. Barriers include language, low educational levels, fear of agencies, and low self-confidence. In reaching out to this constituency, the district has formed a successful partnership with the California Human Development Corporation (CHDC) in Woodland.

CHDC conducts outreach and recruitment services throughout the Hispanic farmworker community and has served as a link between farmworkers and the educational services available to them. CHDC has provided participants with assistance in enrolling in the District's ESL classes and has facilitated an easy transition to school enrollment through the amnesty program.

Unfortunately, many participants fear receiving services because of their legalization status. The LEA program provided a link between CHDC and educational programs, easing fear and encouraging participation. CHDC assists participants in developing an employment/career training plan and counsels weekly to ensure success in reaching their goals. Participants are referred to community services such as child care, health clinics, legal aid, housing, etc. Workshops are conducted on income tax preparation, parenting, AIDS, job search, resume writing and others. Participants ready for job placement are assisted through subsidized on-the-job training leading to permanent employment.

COMMUNITY-BASED ORGANIZATIONS

California Human Development Corporation*
117 West Main, Suite E
Woodland, CA 95695
Contact Person: Blanca Barba
(916) 662-9601

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
Assessment and Testing
Career Counseling
Work Exposure/Experience/Internships
Job-Shadowing/Field Trips
Newsletter
ESL
Mentoring
Preemployment
Preemployment Preparation
Job Training
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

YREKA UNION HIGH SCHOOL DISTRICT

431 Knapp Street
Yreka, CA 96097

Contact Person: Pat McIntyre
(916) 842-6151

Yreka UHSD enjoys a cooperative working relationship with Women's Economic Growth.

Women's Economic Growth (WEG) conducts outreach and recruitment workshops to identify single parents interested in joining support groups that meet weekly in Yreka and Mount Shasta. The support groups provide self-sufficiency training and support services for single parents to help their transition to education or employment. Support group meetings provide a time and place for participants to develop educational and employment development plans with assistance from WEG's staff. Community speakers attend meetings to conduct specific training activities focused on developing preemployment, job search, and self-development skills.

Assistance with Housing
Childcare
Transportation
Legal Advice
Personal Crisis Counseling
Assistance with Health Care
Clothing
Assessment and Testing
Career Counseling
Work Exposure/Experience/Internships
Job-Shadowing/Field Trips
Newsletter
ESL
Mentoring
Preemployment
Preemployment Preparation
Job Training
Job Development and Placement
Communication and Assertiveness
Support Groups
Parenting Skills
Follow-up Services
GED/Basic Skills
Referral Source

The project has developed a strong linkage with the Extended Opportunity Program and Services (EOPS) and Re-entry programs at College of the Siskiyous (COS). Support group participants, whose goals are to attend college, are assisted in completing financial aid and registration information. The staff at WEG and COS work together to assure participant success in the transition to college.

Women's Economic Growth conducts recruitment workshops to introduce participants to community resources and program activities. Participants are also exposed to workshop presentations on parenting, recovering from divorce, building self-esteem, and others. These workshops serve as a way to recruit participants for the self-sufficiency support groups that meet weekly in Yreka and Mt. Shasta.

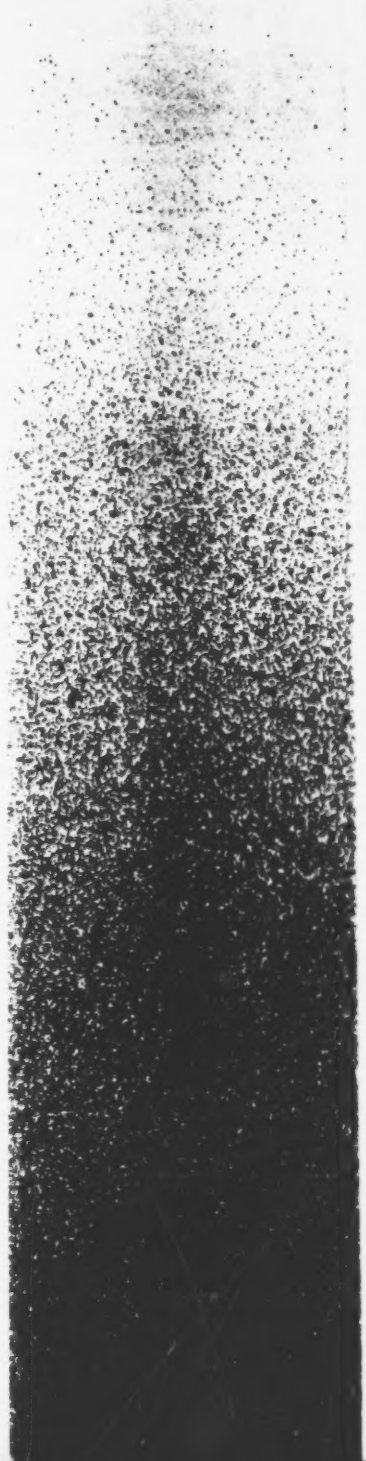
COS and the SOLO Project cosponsor community workshops and a summer program for single parents. These programs assist participants in preparing to enter college.

Child care and transportation are provided for participants in all project activities.

COMMUNITY-BASED ORGANIZATIONS

Women's Economic Growth
1275 South Main Street
P.O. Box 391
Yreka, CA 96097
Contact Person: Mimi VanSickle
(916) 842-1571

Partnerships Serving Diverse Youth



This chapter focuses on four specially funded programs that have grown in response to state and federal encouragement of LEA/CBO collaborations. The first three programs are funded by the Gender Equity Office, California Department of Education. Each of these programs is based on a specific program model which can be replicated, and has been, in communities throughout the state and the nation. The fourth program reflects local innovations in developing programs addressing specific needs.

An overview of 1989–90 programs, with the location and contact people at each funded site, is provided. These four programs are:

"Adelante, Mujer Hispana" Conferences

"Booker T. Washington Revisited" Conferences

MECCA Projects (Making Electives Count for Career Achievement)

Title III-A Projects

CONFERENCES

Special funds and technical assistance were made available to LEA's and minority CBO's to jointly sponsor one-day career and education conferences for minority high-risk students. Conferences targeted the particular needs of Hispanic female teens and African American male and female teens. The Hispanic conferences adopted the theme, "Adelante, Mujer Hispana" (Onward, or forward, Hispanic woman), while the conferences for the African American students were entitled "Booker T. Washington Revisited."

The twenty successful conferences held in the spring of 1990 focused on the particular education and occupational needs of minority teens. The student participants heard, met, and interacted with local community leaders and role models, who were from the same ethnic background as the students. Participants attended workshop sessions, set goals, and were presented with vital education and career planning information.

The community viewed these conferences as innovative collaborative projects, and many organizations offered their assistance without being solicited. As a result, the majority of the conferences reported a minimum of three co-sponsors, and some as many as five, including corporate sponsors.

Conference planning and implementation utilized the unique resources of both project partners. For example, for presenters and role models, CBO's drew upon their extensive community linkages among community leaders and professionals. Most presenters donated their time and expertise. CBO's also spoke on campuses as part of the recruitment strategies. LEA's and CBO's followed-up with student recruitment and utilized their networking to solicit additional funds, which included cash donations of $100 to $5,000, as well as donations of conference materials. LEA's committed paid personnel to the project in addition to providing buses, printing, copying, and mailing costs.

Both LEA's and CBO's credit the success of the conferences to the collaborative nature of the effort. Together they were able to serve their constituents.

"Adelante, Mujer Hispana"

LEA/CBO PARTNERSHIPS

Anaheim Area

LEA
NORTH ORANGE COUNTY ROP
2360 West La Palma Avenue
Anaheim, CA 92801

Laurie Manseau
(714) 776-2170

CBO
LEAGUE OF UNITED LATIN AMERICAN CITIZENS
2736 Hempstead Street
Anaheim, CA 92806

Susie Hernandez
(714) 630-1678

CBO
MEXICAN AMERICAN WOMEN'S ASSOCIATION (MAWA)
2300 Delaware
Huntington Beach, CA 92648

Irene Martinez
(714) 647-6540

Chico/Oroville Area

LEA
BUTTE COUNTY ROP
1859 Bird Street
Oroville, CA 95965

Anita Homesley
(916) 891-2929

CBO
HISPANICS FOR COMMUNITY AND EDUCATION (HACE)
811 Grass Court
Chico, CA 95926

Maria Lopez
(916) 898-5181

Fairfield/Vacaville Area

LEA
SOLANO COUNTY ROP
655 Washington Street
Fairfield, CA 94533

Seretha Jefferson
(707) 429-6445

CBO
EL BALLET FOLKLORICO DE AZTLAN
479 Mason Street #225
Vacaville, CA 95688

Raquel Rodriquez
(707) 447-1220
(707) 448-6602

Fresno Area

LEA
FRESNO METRO ROC/P
11 S. Teilman
Fresno, CA 93706

Ida Tiscareno
(209) 264-9767

CBO
LEAGUE OF MEXICAN AMERICAN WOMEN
1426 W. Minarets
Fresno, CA 93711

Carlotta DeLeon-Curti
(209) 431-1343

Oceanside Area

LEA
OCEANSIDE UNIFIED SCHOOL DISTRICT
2111 Mission Avenue
Oceanside, CA 92054

Louann Gigante
(619) 967-1322, Ext. 553

CBO
MAAC, HEADSTART
503 Vista Bella #1
Oceanside, CA 92054

Erendira Abel
(619) 439-5606

Los Angeles Area

LEA
LOS ANGELES UNIFIED SCHOOL DISTRICT
1320 W. Third Street
Los Angeles, CA 90017

Juanita McDonald
(213) 625-4555

CBO
COMISIÓN FEMENIL NACIONAL
379 S. Loma Drive
Los Angeles, CA 90017

Carmen Luna
(213) 484-1515

Riverside Area

LEA
RIVERSIDE COUNTY ROP
3939 Thirteenth Street
Riverside, CA 92502

Jeanette Johnson
(714) 788-6516

CBO
COMMUNITY SETTLEMENT ASSOCIATION
4366 Bermuda
Riverside, CA 92507

Barbara Loya
(714) 686-6266

Salinas Area

LEA
SALINAS UNION HIGH SCHOOL DISTRICT
431 Alisal
Salinas, CA 93901

Tim Vanolni
(408) 753-4100

CBO
MONTEREY COUNTY YOUTH PROGRAMS
111 East Alisal
Salinas, CA 93901

Marie Giuriato
(408) 757-5832

Stockton Area

LEA
STOCKTON UNIFIED SCHOOL DISTRICT
701 North Madison
Stockton, CA 95202

Bill Wisheropp
(209) 944-4488

CBO
WOMEN'S CENTER OF SAN JOAQUIN COUNTY
620 N. San Joaquin
Stockton, CA 95202

Joan Abston
(209) 941-2611

Santa Barbara Area

LEA
SANTA BARBARA HIGH SCHOOL DISTRICT
723 E. Cota
Santa Barbara, CA 93103

Lidia Garcia-Duran
(805) 963-4331

CBO
SANTA BARBARA INDUSTRY EDUCATION COUNCIL
3970 LaColina Road
Santa Barbara, CA 93110

Mary Scopatz
(805) 964-4711

"Booker T. Washington Revisited"

LEA/CBO PARTNERSHIPS

[redacted]

LEA
SOLANO COUNTY ROP
655 Washington Street
Fairfield, CA 94533

Seretha Jefferson
(707) 429-6445

CBO
AFRICAN AMERICAN STUDENT UNION
Solano Community College
400 Suisun Valley Road
Suisun, CA 94585

Rochelle Fajola
(707) 863-7000
(707) 447-7197

CBO
TUSKEGEE AIRMEN, INC.
Travis AFB Chapter
208 Riverdale Avenue
Vacaville, CA 95687-6421

Robert Bragg
(707) 449-0940

[redacted]

LEA
FRESNO METRO ROC/P
11 S. Teilman
Fresno, CA 93706

Ida Tiscareno
(209) 264-9767

CBO
LINKS, INC.
2040 N. Winery #104
Fresno, CA 93703

Mae Johnson
(209) 431-8635

[redacted]

LEA
LOS ANGELES UNIFIED SCHOOL DISTRICT
1320 W. Third Street
Los Angeles, CA 90017

Juanita McDonald
(213) 625-4555

CBO
ETA PHI BETA
11559 Cimarron
Los Angeles, CA 90047

Helen Clemmons
(213) 757-1226

CBO
DELTA SIGMA THETA, CENTURY CITY ALUMNAE CHAPTER
1859 West 64th Street
Los Angeles, CA 90047

Allison Gipson
(213) 971-8020

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Ontario/Chino Area

LEA
CHAFFEY JOINT UNION HIGH SCHOOL DISTRICT
211 W. Fifth
Ontario, CA 91786

Linda Mudry
(714) 988-8511
(714) 949-8447

CBO
CHINO YOUTH SERVICES
13220 Central Avenue
Chino, CA 91710

Glen Rojas
(714) 591-9831

Pasadena/Los Angeles Area

LEA
PASADENA UNIFIED SCHOOL DISTRICT
351 S. Hudson
Pasadena, CA 91104

Dr. Kathy Moore
(818) 568-4547

CBO
DELTA SIGMA THETA SORORITY
2701 Cindy Lane
Los Angeles, CA 90041

Dr. Gwendolyn Sheraad-Bishop
(213) 258-6667

Oroville Area

LEA
BUTTE COUNTY ROP
1859 Bird Street
Oroville, CA 95965

Susan Paolone, Anita Homesley
(916) 538-7858
(916) 891-2929

CBO
BUTTE COUNTY MINISTERIAL ALLIANCE
3142 Claremont Drive
Oroville, CA 95965

Rev. Carl Fowler
(916) 533-6172

Redwood City/Menlo Park Area

LEA
SAN MATEO COUNTY SUPERINTENDENT OF SCHOOLS
333 Main Street
Redwood City, CA 94063

Pat Kurtz
(415) 363-5439

CBO
OPPORTUNITIES INDUSTRIALIZATION CENTER WEST
1100 O'Brien Drive
Menlo Park, CA 94025

Sharon Williams, Pat Rose
(415) 322-8431

LEA
SAN DIEGO UNIFIED SCHOOL DISTRICT
4100 Normal Street, Room 2034
San Diego, CA 92103

Susan Reese
(619) 293-8106

CBO
THE URBAN LEAGUE OF SAN DIEGO
4261 Market Street
San Diego, CA 92102

Jacqueline Jackson
(619) 263-3115

CBO
DELTA SIGMA THETA SORORITY, ALUMNAE CHAPTER
4375-5 Van Dyke Avenue
San Diego, CA 92105

Cynthia James
(619) 284-2600

CBO
SOUTHEAST SAN DIEGO ROTARY CLUB
Twain High School
6402 Linda Vista Road
San Diego, CA 92111

Dr. John Arrington
(619) 496-8260

CBO
SOUTHEAST SAN DIEGO KIWANIS
City Council Office
202 C Street
San Diego, CA 92101

John Miller
(619) 236-6644

LEA
SANTA BARBARA HIGH SCHOOL DISTRICT
723 E. Cota
Santa Barbara, CA 93103

Bob Christian
(805) 963-4331

CBO
ALLIANCE FOR COMMUNITY DEVELOPMENT
1136 E. Montecito Street
Santa Barbara, CA 93103

Albert Morten
(805) 965-8588

LEA
STOCKTON UNIFIED SCHOOL DISTRICT
701 North Madison
Stockton, CA 95202

Bill Wisheropp
(209) 944-4488

CBO
STOCKTON'S BOYS AND GIRLS CLUB
P.O. Box 415
Stockton, CA 95205

Audrey Easter
(209) 466-1264

CBO
WOMEN'S CENTER OF SAN JOAQUIN COUNTY
620 N. San Joaquin
Stockton, CA 95202

Joan Abston
(209) 941-2611

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MECCA Projects

LEA/CBO PARTNERSHIPS

MECCA PROJECTS

MECCA arose from the need to promote activities that identify and support female teens who aspire to become professionals in nontraditional careers such as engineering, computer programming, drafting, electronics, construction methods and management, surveying, architecture, regional and city planning, or who want to become teachers of industrial technology, mathematics, or science. Female teens interested in these fields often receive little information and go without the rudimentary assistance and support that vocational education should provide.

MECCA grants require that schools provide these female teens with support groups that include instruction in areas in which they may be deficient; for example, spatial relations or technical skills. Support activities should include study groups, hands-on instruction, mentoring, and work-site visits. Math/science and industrial technology instructors must team-teach the curricula and support the program.

Anaheim Area

The North Orange County ROP MECCA project is actively working with the local branch of American Association of University Women (AAUW) and Society of Women Engineers (SWE) who are participating in the program as mentors, speakers, and role models for the Troy High School/Troy Tech program. The program includes panel presentations with role models, tours, and job shadowing, as well as instruction in industrial technology courses and support workshops. Panels have included personnel in the aerospace, biotech, computer science, and engineering fields.

LEA

NORTH ORANGE COUNTY ROP

2360 West La Palma Avenue
Anaheim, CA 92801

Laurie Manseau
(714) 776-2170

CBO

SOCIETY OF WOMEN ENGINEERS

P.O. 424
Placentia, CA 92670

Candy Johnny
(714) 762-2147

CBO

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

3501 Rosehedge Drive
Fullerton, CA 92635

Marilyn Buchi
(714) 879-5543

El Centro Area

Imperial Valley ROP MECCA project coordinates with AAUW and Kiwanis. The MECCA project is a Saturday seminar and provides instruction in Computer Assisted Drafting (CAD), construction, and landscape design. The local AAUW chapter is a supporter/sponsor and provides role models and job-shadowing linkages for the young women in the program. Kiwanis also provides career information and job-shadowing opportunities.

LEA
IMPERIAL VALLEY ROP
1398 Sperber Road
El Centro, CA 92234

Phyllis Colter
(619) 356-1335

CBO
KIWANIS
349 Eucalyptus
El Centro, CA 92244

Sadelia Sanders
(619) 352-2689

CBO
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
2011 Olive
El Centro, CA 92243

JoAnn LePera
(619) 352-1662

CBO
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
1767 Desert Garden Drive
El Centro, CA 92243

Barbara Valentine
(619) 352-5296

San Bernardino Area

San Bernardino County ROP MECCA project, in Fontana, sponsors a weekly lunch meeting which targets nontraditional and traditional careers. The group provides study groups and job-shadowing opportunities. This Mecca project utilizes representatives of Cal Poly–Pomona and SWE as tutors and mentors. High school students are invited to attend Society of Women Engineers (SWE) meetings. The local Chamber of Commerce makes linkages for job shadowing and guest speakers.

LEA
SAN BERNARDINO COUNTY ROP
601 North E Street
San Bernardino, CA 92410-3093

Marion Telford
(714) 387-4448

CBO
SOCIETY OF WOMEN ENGINEERS
18647 Bohnert Avenue
Rialto, CA 92376

Michelle Ybarra
(714) 820-5695

CBO
FONTANA CHAMBER OF COMMERCE
8575 Sierra, Suite A
Fontana, CA 92336

Nancy Hooper
(714) 829-0940

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Title III-A

LEA/CBO PARTNERSHIPS

TITLE III-A

Federal encouragement of LEA/CBO cooperation has been mandated by the setting aside of funds for that purpose in Title III-A of the Perkins Vocational Education Act. These funds have expanded yearly and will expand again under the 1990 legislation.

A CBO wishing to receive funds under Title III-A must prepare an application jointly with an LEA. The application includes an agreement between the two partners designating fiscal agents and assurances of special consideration for

a) the needs of severely economically and educationally disadvantaged youth ages 16 through 21,

b) encouragement of their enrollment in vocational education programs, and

c) business and industry involvement in program services and activities.

Inglewood Area

The Youth and Family Center provides single-parent job training and job placement services. A case management approach and a variety of community resources are used to accomplish gender and culturally specific objectives. Vocational counseling, employment resource development, follow-up, and placement counseling are utilized in the exploration of careers.

LEA
INGLEWOOD UNIFIED SCHOOL DISTRICT
401 Inglewood Avenue
Inglewood, CA 90301

May Wood
(213) 671-1222

CBO
YOUTH AND FAMILY CENTER OASIS PROGRAM
101 North La Brea, Suite 100
Inglewood, CA 90301

Gayle Nathanson, Barbara Russo
(213) 671-1222

Los Angeles Area

For Los Angeles USD, these projects conduct mentoring activities, job training/shadowing opportunities, and decision-making support groups for single parents. Crisis intervention counseling, emergency survival referrals, and life skills management are also offered. One program, Overcoming Odds, is a long-term program (usually two years) that refers participants trained in high-tech areas to an advocate. This advocate refers participants to relevant jobs. Overcoming Odds offers a 24-hour hotline and maintains strong connections with community colleges and the Child Development Division of the Department of Social Services.

LEA
LOS ANGELES UNIFIED SCHOOL DISTRICT
1320 W. Third Street
Los Angeles, CA 90017

Juanita McDonald
(213) 625-4555

CBO
WESTMINSTER NEIGHBORHOOD ASSOCIATION, INC.
1776 E. Century Boulevard
Los Angeles, CA 90002

Yvonne Payne
(213) 564-4578

CBO
SOUTHERN CALIFORNIA INDIAN CENTER
1125 West 6th Street, Suite 101
Los Angeles, CA 90017

Sallie Cuaresma
(213) 977-1366

CBO
CHICANA ACTION SERVICE CENTER
134 East First Street
Los Angeles, CA 90012

Dorothy Gonzales
(213) 253-5959

CBO
YWCA OF LOS ANGELES (ASIAN PACIFIC SERVICES)
1125 West 6th Street, Suite 400
Los Angeles, CA 90017

Esther Kim
(213) 482-3470

Merced/Oakland/Peralta

Project Tassel works with three high schools and junior high schools to increase academic performance and to refine school skills of minority students. The program trains parents in learning ways to help their children learn and strategies to improve the quality of family life. Parental coaching teams help motivate minority students toward higher academic and social performance.

LEA
MERCED ADULT SCHOOL EAST CAMPUS
P.O. Box 3707
50 E. 20th Street
Merced, CA 95344

Dave Cowles
(209) 385-6523

CBO
CERDI (PROJECT TASSEL)
275 Sequoia View Drive
Oakland, CA 94605

Dr. Afriye Quamina
(415) 638-2857

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Redwood City/Menlo Park Area

OIC's program includes a job training program focusing on education technology, basic literacy skills, and job placement. A highly visible counseling component and follow-up model for high-risk youth are also parts of the program.

LEA
SEQUOIA UNION HIGH SCHOOL DISTRICT
480 James Avenue
Redwood City, CA 94062

Roberto Martinez
(415) 369-6809

CBO
OPPORTUNITIES INDUSTRIALIZATION CENTER WEST, INC.
1100 O'Brien Drive
Menlo Park, CA 94025

Sharon Williams
(415) 322-8431

Sacramento Area

The Sacramento City USD and the United Christian Center partnership offers modular training for youth and adults in data processing, word processing, typing and medical technology and office procedures. Job placement, JTPA, GAIN, internship, and emergency subsistence are available to income-eligible students.

LEA
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Vocational Education Department
Sacramento Skills and Business Center
2751 Stockton Boulevard
Sacramento, CA 95817

Dr. Charles Jones, Harvey Fischer
(916) 454-6380

CBO
UNITED CHRISTIAN CENTER LINCOLN TRAINING CENTER
2620 21st Street
Sacramento, CA 95818

Chester Williams
(916) 452-5073

Santa Barbara Area

Santa Barbara High School District has a contractual partnership with the Alliance for Community Development, an organization located in the Santa Barbara Community Center. The alliance offers a broad array of support services, including legal assistance, mental health services, transportation, JTPA services, and tutoring provided by community people.

LEA
SANTA BARBARA HIGH SCHOOL DISTRICT
723 East Cota Street
Santa Barbara, CA 93103

Bob Christian
(805) 963-4331

CBO
ALLIANCE FOR COMMUNITY DEVELOPMENT
1136 East Montecito
Santa Barbara, CA 93103

Al Morton
(805) 965-8588

Techniques for Building Partnerships

School-community linkages occurred quite naturally in the past. Now, such alliances must often be fabricated artificially. Without a concerted effort to forge cooperative relationships between schools and community-based organizations, both have tended to operate in isolation, and at times in competition with each other. As seen in Chapters 2 and 3, a number of LEA's have managed to develop strong and productive partnerships with CBO's in their areas or regions.

This chapter distills essential steps taken by LEA's and CBO's who have been successful in establishing healthy, mutually beneficial partnerships. At the end of this chapter are examples of contracts or agreements created between LEA's and CBO's.

While the chapter is written from the LEA point of view, either the CBO or the LEA can successfully initiate partnerships. Successful projects rely heavily on early, deeply felt commitment from both partners. Of course, what stimulates and nurtures such commitment are mutual respect and trust. The steps detailed here are designed to foster that kind of mutuality.

For simplicity, single LEA/CBO partnerships are referenced here, but multiple partnerships also occur and follow the same basic process in their development.

STEPS IN FINDING AND BUILDING PARTNERSHIPS INCLUDE:

1. establishing criteria for CBO selection
2. developing linkage with CBO
3. hosting LEA and CBO staff site visits
4. establishing LEA/CBO partnership goals
5. establishing project and participant goals
6. forming a contract/agreement
7. assuring total ongoing LEA/CBO involvement
8. providing for evaluation of long-term results

1 Establishing Criteria for CBO Selection

Essential to a solid partnership is a good match of LEA needs and CBO resources. As an LEA prepares to seek out a CBO with which to collaborate, it is critically important the LEA clearly identify the needs that will be met through the collaboration. Equally important is identification of various appropriate CBO candidates and their resources.

The desire to collaborate may derive from present educational, social, vocational, or participant needs, which current district

staff or funding are inadequate to meet; or from cutbacks or shifts in staff; or funding from programs that meet previously established needs; or a simple desire for a new opportunity to serve participants more effectively. The latter may spring from student or staff awareness of programming available through a local CBO.

SUCCESSFUL PROJECTS RELY HEAVILY ON EARLY, DEEPLY FELT COMMITMENT FROM BOTH PARTNERS. OF COURSE, WHAT STIMULATES AND NURTURES SUCH COMMITMENT ARE MUTUAL RESPECT AND TRUST.

Potential CBO partners may be identified in a variety of ways, including participation in local interagency committees, scanning community resource directories, conferring with colleagues associated with private funding agencies such as United Way, and public agencies such as city or county service departments, or by exercising personal or family contacts.

Thorough research of CBO capability and appropriateness, its interest in and willingness to collaborate, as well as its history of collaboration, is crucial. This research may involve both formal and informal conversations with a variety of both inside and outside sources.

Once an appropriate CBO has been identified, the LEA should learn directly from each CBO its current and potential resources. In some cases, a current LEA need and CBO resources will suit each other with little adaptation required. In other cases, a CBO may be willing to develop a new program or to tailor an existing program to meet the LEA requirements. In still other cases, an LEA may revise its need, based on opportunities presented by a CBO.

Finally, for a good match, both LEA and CBO must remain conscious of issues related to the integrity of their respective programs. These issues include consistency with organizational mission and purpose, interagency compatibility (including educational philosophy, and gender and ethnic considerations), geographic accessibility, and financial feasibility.

2 Developing Linkage with CBO

While details of any agreement may be worked out between midlevel staff, negotiations should begin in a meeting with the CBO's executive director. During the first meeting, the LEA should present its partnership ideas, identifying the need to be addressed as well as any possible collaborative scenarios the LEA has imagined. As the CBO director begins to buy into the idea of a partnership, CBO program and financial staff may be invited to participate in discussion of specific needs and services.

Once the CBO agrees to the project, preliminary plans are made, guidelines for participants and for project directors are set, and preliminary goals for participants and agencies are developed. Making these preliminary plans together helps to solidify commitment and to lay the foundation for a long-term successful partnership.

3 Hosting LEA and CBO Staff Site Visits

With linkage established, the LEA and CBO carry out a series of getting-to-know-you visits. Administrative and project staff should host each other at their home sites and provide orientation to their respective organizations' constituents, staff, structure, and programs. The LEA and CBO may invite each other to various events, which they are either hosting or attending. They may entertain each other socially. At each meeting, the project is explored and

discussed further. Done well, all of this activity serves to solidify mutual respect, trust, and commitment.

4 Establishing LEA/CBO Partnership Goals

With the basis for their working relationship in place, the LEA and CBO settle on goals for their partnership. In strong partnerships, goal statements include not only actual short- and long-range goals and objectives but also a series of value declarations and evidence of the public nature of the partnership.

Values to be declared may involve the setting of high standards as well as expectations about the quality of services to be provided. They may proclaim the worth of lifelong learning. They may specify the commitment being made and the importance each agency attaches to congeniality and mutual respect.

Effective LEA/CBO partnerships publicize their relationship throughout their own organizations and throughout the community. Additionally, the partners actively enlist support for their project at local, state, and federal levels.

5 Establishing Project and Participant Goals

The LEA and CBO establish both project and participant goals based on participants' needs. Participant goals involve clear, descriptive statements about what results the partners expect from the project and what services and programs each partner will deliver in order to achieve the desired result. Results may include such outcomes as student retention, reenrollment, or job placement. Services and programs might include personal development workshops or courses, counseling or support groups, vocational training, life and world-of-work training, mentoring, or outings to cultural events, conferences, and fairs.

6 Forming a Contract/Agreement

With goals firmly established, all that remains in launching the partnership is the entry into a formal contract or agreement.

The LEA's contract office drafts the contracting document and forwards it to the CBO's executive officer for review. Should either party request adjustment in language, both parties will consider and discuss the proposed adjustment until they reach agreement on mutually acceptable language. The executive officers sign the document. The LEA retains the original.

Each partner drafts and presents a report to its own board for approval. Each partner invites the other to its board meeting to witness official agency acceptance. Once the boards have approved the partnership agreement, the partnership is officially formed and the formal bond of commitment begins. Sample contracts are located at the end of this chapter.

7 Assuring Ongoing Total LEA/CBO Involvement

All of the goodwill engendered in the first six steps culminate in the formal board acceptance of the contract between the partners. Mutual respect, trust, and deep commitment are the ingredients that will assure the long-term success of the partnership.

Setting in place certain processes can go a long way toward assuring that each

partner will retain its initial enthusiasm and will follow through on its long-term commitment. To nurture the good feelings, strong partnerships establish all of the following:

- a contact person at each program site, with the names of all contact persons readily available to everyone who may need either information or action
- regular, ongoing visits between LEA and CBO staff, to keep communication lines open so that problems can be identified and resolved promptly
- methods for LEA and CBO staff to assist at each other's sites and in each other's activities (occasional job rotation facilitates understanding and appreciation of each other's role and contribution in the project)
- occasions or procedures for sharing resource materials, including lists of schools in reasonable proximity to the CBO
- formal, quarterly progress meetings, held at alternating LEA and CBO sites
- an advisory committee
- outreach to other CBO's and other service providers, including a series of workshops designed to promote further linkages with CBO and LEA local and regional administrators, special program staff, and specialists

FOR A GOOD MATCH, BOTH LEA AND CBO MUST REMAIN CONSCIOUS OF ISSUES RELATED TO THE INTEGRITY OF THEIR RESPECTIVE PROGRAMS.

8 Providing for Evaluation of Long-Term Results

A well-managed program evaluation system, based on identified program and participant goals, provides the hard documentation necessary to assess actual program results. The best program evaluation systems include the capacity to monitor, both qualitatively and quantitatively, effort toward each goal. Program partners need to review evaluation data on a regular basis and establish mutually acceptable mechanisms for adjusting programs as necessary.

IN SUMMARY:

- take care to identify needs clearly
- seek, recognize, and pay attention to opportunities that present themselves throughout the community
- select partners for compatibility
- nurture interagency administrative and program staff relationships
- articulate specific partnership and participant goals
- gain formal agreement on methodology and expected results
- follow through with consistent quality programming and vigilance in problem-solving
- develop evaluation tools

Los Angeles Unified School District
and
Community-Based Organizations
Contract Agreement to Provide Assistance
to Single Parents/Homemakers

THIS AGREEMENT TO PROVIDE ASSISTANCE TO SINGLE PARENTS/DISPLACED HOMEMAKERS, hereinafter called the "Agreement," is entered into on July 1, 1988, by and between the LOS ANGELES UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY, hereinafter called "Contractor," and Westminster Neighborhood Association, Inc., the YWCA of Los Angeles, the Southern California Indian Center, and the Chicana Service Action Center, known as Single Parent/Homemaker Projects, hereinafter called "Contractees."

Description of Services:

The Contractees shall provide the following services:

a) Provide outreach to single parents and displaced homemakers who need to become self-sufficient. Outreach services are defined as, but not limited to, public service announcements on radio and television, direct mailing, workshops, fliers, and newspaper ads.

Single parent/displaced homemakers are defined as single, separated, divorced, widowed persons or persons with a disabled spouse who are forced to become financially self-sufficient.

b) Develop and implement a teen single parent, adult single parent/homemaker program that will provide job training, supportive services, job internships, and placement.

c) Complete a participant intake profile and an assessment on each participant who enrolls in the program for at least four weeks. Participant intake profile is defined as a questionnaire used to obtain background information on each participant.

d) Complete a Personal/Vocational Development Plan (referred to as Employment Development Plan) for those people who have met the criteria of paragraph c) above. Personal/Vocational Development Plan is defined as a plan developed from intake information and assessment to help the client achieve financial self-sufficiency, including referral to the Contractor for training when appropriate.

e) Work in conjunction with the Gender Equity Staff and focus on selected schools in the area served by the Contractor (those with vocational education programs targeted for adults), to develop an established referral/follow-up network for single parents/homemakers who are identified through outreach activities as needing vocational education and other services, and so they will become better able to use available services and successfully complete vocational programs.

Activities can include, but are not limited to, organizing a service provider advisory group for single parents/homemakers, conducting support groups, and providing information to vocational educators that will assist them in addressing the multiple barriers often confronting single parents/homemakers who are in vocational training programs.

f) Work to identify and develop nontraditional as well as traditional job/career internship opportunities.

g) Identify at least 25 single parent/homemakers who are likely candidates for vocational education programs and provide them with prevocational training through a support/self-sufficiency group that results in the completion of a personal development plan. These single parents/homemakers will then be provided on-going support through the established referral/follow-up network.

h) Designate a person who is capable of working on the activities specified in this contract and who will work closely with the Contractor's Gender Equity Staff to achieve the results as outlined above. This person will be available to meet with Contractor staff upon prior agreed times, not to exceed 2 meetings per month unless both Contractor and Contractee jointly decide upon additional meetings.

i) Attend one state conference and no more than two additional regional meetings on vocational education issues held by the California Department of Education, Vocational Education Division and Gender Equity Office. The Contractee will be responsible for travel and registration expenses.

j) Keep records of all services provided and provide to the Gender Equity Office the documentations required by the Contractor for submission to the California Department of Education and for preparation of the Contractor's interim and final comprehensive evaluation reports. At the end of the contract term to submit statistical reports for the contract year.

k) Credit the sponsoring school district, the community service organizations, and the Carl D. Perkins Vocational Education Act through the Office of Gender Equity, California Department of Education, on all news releases, news articles, brochures, publications and media releases on radio and TV, where applicable.

l) Work in conjunction with the Gender Equity staff to begin to develop/refine a directory of available services for single parents/homemakers in the Central Los Angeles area of the Los Angeles Unified School District. Any directory that is developed will be available for duplication and distribution by either the Contractor or the Contractee.

Los Angeles Unified School District
and
Community-Based Organization
Agreement for Professional Services

THIS AGREEMENT is made and entered into this 1st day of September, 1988, between

WESTMINSTER NEIGHBORHOOD ASSOCIATION
1776 E. Century Boulevard
Los Angeles, CA 90002
(213) 564-4578
hereinafter referred to as the "Contractee," and

THE LOS ANGELES UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY
hereinafter referred to as the "Contractor."

WHEREAS the Contractor has received funds from the California Department of Education under the Carl D. Perkins Vocational Education Act of 1984, to provide a program of vocational education assistance emphasizing minority single parents and displaced homemakers, and

WHEREAS, the Contractee is a community-based organization particularly qualified to assist the Contractor in the implementation of the program, known as "The SOLO Transition Project."

The parties hereto agree as follows:

1. PERIOD OF AGREEMENT shall be from July 1, 1988, through June 30, 1989, inclusive. The Agreement shall be subject to cancellation by either party on 5 days, written notice to the other, delivered to the last known address of the other party.

2. DUTIES OF THE CONTRACTEE shall be to provide assistance to at least 25 single parents and displaced homemakers pursuant to the Description of Services attached hereto as Exhibit A and incorporated herein.

The performance of these duties shall be at times and places within the limits of Contractor policy at the discretion of the Contractee.

3. LIABILITY The Contractor shall not be liable to the Contractee for personal injury or property damage sustained by the Contractee in the performance of this contract whether caused by the Contractor, its officers, employees, or by third persons.

4. CONTRACTEE NOT AN OFFICER, EMPLOYEE, OR AGENT OF THE CONTRACTOR While engaged in performance of this contract, the Contractee is an independent contractee and is not an officer, agent, or employee of the Contractor.

5. CONTRACT FEE The Contractor shall pay the Contractee a fee not to exceed a total of _____. Payment shall be made according to the following schedule.

1) Upon submission of required documentation for the period July 1, 1988, through October 31, 1988

2) Upon submission of required documentation for the period November 1, 1988, through February 28, 1989

3) Upon submission of required documentation for the period March 1, 1989, through June 30, 1989, and acceptance by the Contractor of all information required for submission of the Contractor's Final Report to the California Department of Education —

Payment shall be contingent upon submission of invoices in a form satisfactory to the Contractor and approval thereof by the Contractor's Assistant Superintendent, Division of Adult and Occupational Education, or his designee.

6. RIGHTS TO REPORT The rights to any report, evaluation and/or other material developed by the Contractee pursuant to this agreement which is specific to "The SOLO Project" shall belong to the Contractor.

7. AMENDMENTS This Agreement may be amended by the parties at any time, as mutually agreed in writing.

CONTRACTEE

WESTMINSTER NEIGHBORHOOD
ASSOCIATION

By_____

Title _____

Tax ID#_____

Description of Services

The Contractee shall provide the following services:

a) Develop and implement a teen single parent, adult single parent/homemaker program targeted for 16–21-year-olds that will provide job training supportive services, job internships, and placement.

b) Work cooperatively with the single parent/homemaker projects, with public agencies and with community organizations who serve the single parents/homemakers, in order to increase community support and maximize the services to participants.

c) Establish communications with business and industry in the South Central Los Angeles area to promote mutual understanding and to identify and develop potential career internships in job opportunities for participants.

d) Work with receptive employers to identify and develop jobs or internships that can be filled by participants.

e) Complete a participant profile and an assessment on each participant. Participant intake profile is defined as a questionnaire used to obtain background information on each participant.

f) Work to identify and develop nontraditional as well as traditional job/career internship opportunities.

g) Become familiar with job-required duties and job requirements for each intern placement and make every effort to match the participant's skills and interests with the jobs/internships.

h) Assist the participants with the development of employability and personal development skills for successful job placement or refer participants to appropriate programs and services.

i) Provide an Employment Skills (job search) Workshop for each participant. Employment Skills Workshop is defined as a three-day workshop of approximately 18 hours (plus any additional hours necessary to complete résumé) to help each participant develop effective skills in searching for and securing employment. The workshop will include the following topics:

1. Résumé Preparation
2. Application Process
3. Interviewing Techniques
4. Personal Development Techniques

j) Maintain contact with the employer and participant to provide any information or support services for both employer and participants.

k) Provide services to at least 25 participants with follow-through.

l) Keep a record of the number of participants served and the type of activities conducted to be provided to the Contractor upon request.

m) Attend approximately three conferences and/or meetings on vocational education issues held by the California Department of Education, the Gender Equity Office.

n) Provide to the Gender Equity Office the documentations required by the Contractor for submission to the California Department of Education, or for preparation of the Contractor's interim and final comprehensive evaluation reports. At the end of the contract term, submit statistical reports for the contract year.

o) Use the official program name, "The SOLO Transition Project," and credit the sponsoring school district, the community service organizations, and the Carl D. Perkins Vocational Education Act through the Office of Gender Equity, California Department of Education, on all news releases, news articles, brochures, publications and media releases on radio and TV, where applicable.

p) Work in conjunction with the Gender Equity Staff to begin to develop/refine a directory of available services for single parents/homemakers in the Central Los Angeles area of the Los Angeles Unified School District. Any directory that is developed will be available for duplication and distribution by either the Contractee or the Contractor.

SAMPLE CONTRACT C

Los Angeles Unified School District
and
Community-Based Organizations
Agreement for Professional Services

THIS AGREEMENT is made and entered into this 1st day of September, 1988, between

NATIONAL COUNCIL OF JEWISH WOMEN
(Women's Center at Council House)
535 N. Fairfax Avenue
Los Angeles, CA 90036
(213) 651-2930
hereinafter referred to as the "Contractee," and

THE LOS ANGELES UNIFIED SCHOOL DISTRICT OF LOS ANGELES COUNTY
hereinafter referred to at the "Contractor."

WHEREAS, the Contractor has received funds from the California Department of Education under the Carl D. Perkins Vocational Education Act of 1984 to provide a program of vocational education assistance emphasizing single parents and displaced homemakers, and

WHEREAS, the Contractee is a community-based organization particularly qualified to assist the Contractor in the implementation of the program, known as "The SOLO Transition Project."

The parties hereto agree as follows:

1. PERIOD OF AGREEMENT shall be from July 1, 1988, through June 30, 1989, inclusive. The Agreement shall be subject to cancellation by either party on 5 days, written notice to the other, delivered to the last known address of the other party.

2. DUTIES OF THE CONTRACTEE shall be to provide assistance to at least 25 single parents and displaced homemakers pursuant to the Description of Services attached hereto as Exhibit A and incorporated herein.

The performance of these duties shall be at times and places within the limits of Contractor policy at the discretion of the Contractee.

3. LIABILITY The Contractor shall not be liable to the Contractee for personal injury or property damage sustained by the Contractee in the performance of this contract whether caused by the Contractor, its officers, employees, or by third persons.

4. CONTRACTEE NOT AN OFFICER, EMPLOYEE, OR AGENT OF THE CONTRACTOR While engaged in performance of this contract, the Contractee is an independent contractee and is not an officer, agent, or employee of the Contractor.

5. CONTRACT FEE The Contractor shall pay the Contractee a fee not to exceed a total of _____. Payment shall be made according to the following schedule:

1) Upon submission of required documentation for the period July 1, 1988, through October 31, 1988

2) Upon submission of required documentation for the period November 1, 1988, through February 28, 1989

3) Upon submission of required documentation for the period March 1, 1989, through June 30, 1989, and acceptance by the Contractor of all information required for submission of the Contractor's Final Report to the California Department of Education. —

Payment shall be contingent upon submission of invoices in a form satisfactory to the Contractor and approved thereof by the Contractor's Assistant Superintendent, Division of Adult and Occupational Education, or his designee.

6. RIGHTS TO REPORT The rights to any report, evaluation and/or other material developed by the Contractee pursuant to this agreement which is specific to "The SOLO Project" shall belong to the Contractor.

7. AMENDMENTS This Agreement may be amended by the parties at any time, as mutually agreed in writing.

CONTRACTEE

NATIONAL COUNCIL OF JEWISH WOMEN
(Women's Center at Council House)

By _____

Title _____

Tax ID # _____

Description of Services

The Contractee shall provide the following services:

a) Provide outreach services targeted to single parents and displaced homemakers who need to become self-sufficient. Outreach services are defined as, but not limited to, public service announcements on radio and television, direct mailing, special workshops, fliers, and newspaper ads.

Single parents/displaced homemakers are defined as single, separated, divorced, widowed persons, or persons with a disabled spouse who are forced to become financially self-sufficient.

b) Work in conjunction with the Contractor and focus on selected schools in the West Los Angeles area (those with vocational education programs targeted for adults) to develop an established referral/follow-up network between single parents/homemakers and the Contractee. The desired result is that single parents/homemakers who are identified through outreach activities as needing vocational education and other services will become better able to use available services and successfully complete vocational programs. Activities can include, but are not limited to, organizing a service provider advisory group for single parents/homemakers, conducting support groups, and providing information to vocational educators who will assist them in addressing the multiple barriers often confronting single-parent homemakers who are in vocational training programs.

c) Complete 40 participant profiles on single parents/displaced homemakers who come to the Contractee as a result of outreach activities and who are interested in further vocational/preemployment/or other needed assistance. The Contractee will provide these single parents/homemakers with information on available services, including a support group conducted by the Contractee, and will counsel them to take the appropriate steps to become self-sufficient. Activities can include, but not be limited to, workshops, support groups, and individual counseling.

d) Identify 25 single parents/homemakers who are likely candidates for vocational education programs and provide them with prevocational training through a support/self-sufficiency group that results in the completion of a personal development plan. These single parents/homemakers will then be tracked and provided ongoing support through the established referral/follow-up network.

e) Provide a Life Skills Management Workshop for each participant referred by the Contractor or recruited through outreach.

Life Skills Management Workshop is defined as a five-day workshop of approximately 30 hours covering the role of women in the world of work and including the following topics:

1. Values Clarification
2. Healthy Self-Concept
3. Stress Management
4. Assertiveness

f) Provide an Employment Skills (job search) Workshop for each participant.

Employment Skills Workshop is defined as a three-day workshop of approximately 18 hours (plus any additional hours necessary to complete résumé) to help each participant develop effective skills in searching for and securing employment. The workshop will include the following topics:

1. Résumé Preparation
2. Application Process
3. Interviewing Techniques

g) Make available to each participant at least 60 hours of guidance and counseling. These services may include one-to-one or group counseling, peer group support and referrals to other community service providers.

h) Work cooperatively with other educational and community agencies and minority women's projects by providing inservices to faculty and paraprofessionals on vocational and community services.

i) Provide career options exploration to each participant.

j) Work to identify and develop nontraditional as well as traditional job/career internship opportunities.

k) Designate a person who is capable of working on the activities specified in this contract and who will work closely with the Contractor to achieve results as outlined above. This person will be available to meet with Contractor staff upon prior agreed times, not to exceed two meetings per month unless both Contractor and Contractee jointly decide to additional meetings.

l) Attend one state conference and not more than two additional regional meetings on vocational education issues held by the California Department of Education, Vocational Education Division, and Gender Equity Office. The Contractee will be responsible for travel and registration expenses.

m) Provide the Gender Equity Office the documentations required by the Contractor for submission to the California Department of Education, or for preparation of the Contractor's interim and final comprehensive evaluation reports. At the end of the contract term, submit statistical reports for the contract year.

n) Work in conjunction with the Contractor to begin to develop/refine a directory of available services for single parents/homemakers in the East Los Angeles, South-Central Los Angeles, and West Los Angeles areas of the Los Angeles Unified School District. Any directory that is developed will be available for duplication and distribution by either the Contractor or the Contractee.

o) Use the official program name, "The SOLO Transition Project," and credit the sponsoring school district, the community service organizations, and the Carl D. Perkins Vocational Education Act through the Office of Gender Equity, California Department of Education, on all news releases, news articles, brochures, and publications and media releases on radio and TV, where applicable.

Selected State, National, and International Community-Based Organizations

Selected state, national, and international community-based organization descriptions provide information about the purpose, structure, accomplishments, and activities of each organization. The descriptions are intended to give a general picture of each organization and a preview of the variety of services available. Over time programs and activities change. These descriptions reflect programs during 1989–90, which may have different configuration at the time of publication.

Alpha Kappa Alpha Sorority (AKA)

Alpha Phi Alpha Fraternity, Inc.

American Association of University Women (AAUW)

Boys and Girls Club of America

California Human Development Corporation

California Indian Tribal Councils

Comisión Femenil Mexicana Nacional (CFMN)

Delta Sigma Theta Sorority, Inc.

Girls Incorporated

Kappa Alpha Psi Fraternity, Inc.

National Council of Jewish Women (NCJW)

National Council of Negro Women, Inc. (NCNW)

National Federation of Business and Professional Women's Clubs (BPW/USA)

Omega Psi Phi Fraternity, Inc.

One Hundred Black Men of America, Inc.

Opportunities Industrialization Center (OIC)

Soroptimist International of the Americas

The League of Mexican American Women

The League of United Latin American Citizens (LULAC)

The Links, Inc.

Tuskegee Airmen, Inc.

YWCA of the U.S.A.

TELEPHONE NUMBERS FOR OTHER COMMUNITY-BASED ORGANIZATIONS

American Association of Retired Persons (AARP)
(202) 728-4355 *(national)*
(213) 427-9611 *(state)*

Big Brothers–Big Sisters of America
(215) 567-7000 *(national)*
(916) 482-9300 *(state)*

Kiwanis Clubs
(916) 482-8080

Lions International
(916) 737-8535

National Association for the Advancement of Colored People (NAACP)
(916) 442-4308

Rotary International
(708) 866-3000 *(national)*
(916) 223-2939 *(state)*

The Urban League
(916) 368-3280

ALPHA KAPPA ALPHA SORORITY (AKA)
National Headquarters
5656 South Stony Island Avenue
Chicago, IL 60637

(312) 684-1282

CONTACT PERSONS

Mary Shy Scott
International President

Allison Harris
Executive Director

Billie J. Barrett
Far Western Regional Representative

CALIFORNIA LEA'S THAT HAVE WORKED WITH ALPHA KAPPA ALPHA SORORITY

Oakland-Alameda ROP
Oakland USD
Sacramento USD

ORGANIZATIONAL PURPOSE AND STRUCTURE

Organized in 1908 at Howard University in Washington, D.C., by Ethel Hedgeman Lyle and 15 others, AKA sorority was the premier Greek letter organization established by and for African American women. AKA quickly became a vehicle for college-trained women to advance socially and economically, at local, national, and international levels. AKA has 100,000 members, who operate through 725 local chapters in 46 states, Africa, the Caribbean, and Germany. AKA's current program theme, "Service with a Global Perspective," is being carried out with the following objectives: cultivate and encourage high scholastic and ethical standards; promote unity and friendship among college women; alleviate social, economic, and health-related problems that plague women; maintain a progressive interest in multigenerational college pursuits; serve all mankind through participation in efforts for social change.

ACCOMPLISHMENTS AND ACTIVITIES

- launched the nation's first mobile health clinic in 1935; and in 1955, the first sickle cell anemia health research project
- has contributed to the increase in educational opportunities for minority persons through scholarship funds, mentoring activities, leadership programs, literacy and academic reinforcement programs, and support to Historically Black Colleges and Universities (HBCU)
- has aided historical restoration and community action projects through substantial grants
- has promoted increased economic self-sufficiency and human rights for minority students, contractors, and national and international citizens through legal advocacy
- has mounted attacks on poverty, bigotry, ignorance, and unemployment through operation of a Job Corps Center in Cleveland, Ohio

ALPHA PHI ALPHA FRATERNITY, INC.
P.O. Box 53147
Chicago, Ill. 60653-9998

(312) 939-2383

CONTACT PERSONS

Dr. Henry Ponder
General President
(615) 329-8556

James B. Blanton III
Executive Secretary

ORGANIZATIONAL PURPOSE AND STRUCTURE

Alpha Phi Alpha was the first intercollegiate Greek letter fraternity established for African American college students at Cornell University in 1906. Born out of the desire for maintaining close association and unified support for members today, its structure is designed to improve the status of young African American males in the community. Objectives of the fraternity include improving the self-esteem of program participants; improving academic performance of participants; increasing the social awareness of the participants; producing responsible decision makers.

The Fraternity has grown steadily in influence throughout the years. 125,000 men have been initiated into Alpha Phi Alpha since its founding in 1906. It has been interracial since 1945. There are now 350 college chapters and 350 alumni chapters in local communities, located in 44 states, the District of Columbia, the Caribbean, Europe, Asia and Africa.

Development programs include "Training for Leadership," "Undergraduate Scholarships," "The Honors Program," "The Belford V. Lawson Oratorical Contest," and "Recognitions."

Community service programs include "Philanthropic Efforts," "Project Alpha," "Alliance with Scouting," "Leadership Development/Citizenship Education Institutes," "Educational Assistance," "Housing Assistance," "Citizenship Programs," and "Cooperative Programs."

ACCOMPLISHMENTS AND ACTIVITIES

- established the Alpha Phi Alpha Education Foundation, Inc., to further the goals of high scholastic achievement and each year presents scholarships to worthy college brothers on the basis of merit and need
- undertakes many other programs of educational assistance through local chapters, ranging from small awards to full four-year tuition scholarships
- maintains an extensive program of awards and recognitions to reward outstanding achievement for its members

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW)
1111 16th Street, N.W.
Washington, DC 20036

(202) 785-7700

CONTACT PERSONS

Sharon Shuster
President

Mary Boyetter
Public Information Officer

CALIFORNIA LEA'S THAT HAVE WORKED WITH AAUW

Folsom-Cordova USD
Imperial Valley ROP
Long Beach USD
Merced County ROP
North Orange County ROP
Pittsburg USD
Plumas and Sierra Counties ROP

ORGANIZATIONAL PURPOSE AND STRUCTURE

Throughout its more than 100-year history, AAUW has promoted equity for women, lifelong learning and self-development, and positive societal change through research, advocacy, and direct action. AAUW has endowed an educational foundation and legal advocacy fund with $40,000,000. AAUW has more than 140,000 individual and college/university members from every U.S. state and territory.

ACCOMPLISHMENTS AND ACTIVITIES

- disproved popular late nineteenth century (1885) theory that higher education adversely affects women's health
- established "Bureau of Occupations" to provide information on nonteaching employment and pay differentials
- has advocated on a wide range of issues, including child labor laws, compulsory and adult education, juvenile courts, funding for public schools and libraries, League of Nations ratification, civil rights, the Equal Rights Amendment, migrant farmworker conditions, pesticide use, genetic research, space exploration, child care, ban of assault weapons, reproductive choice, family leave, pay equity, health care, and financial aid for reentry women, welfare mothers, displaced homemakers, and other nontraditional students
- provides sabbatical leave funding each year for 25 public school teachers to pursue equity/related study
- has awarded more than 5,000 educational fellowships to women from more than 100 countries
- formed Women's Vote Project, with 39 other organizations, which registered 1.5 million women in 1984
- participated in teen mentoring and teen parent partnerships with California's Vocational Education Gender Equity and Single Parent Projects as well as Women's History Month programs, literacy projects, assistance to homeless families, math-science fairs and conferences, and workshops to empower women

BOYS AND GIRLS CLUBS OF AMERICA
National Headquarters
771 First Avenue
New York, NY 10017

(212) 351-5900

CONTACT PERSON

Thomas G. Garth
National Director

CALIFORNIA LEA'S THAT HAVE WORKED WITH BOYS AND GIRLS CLUB OF AMERICA

Solano County ROP
Stockton City USD

ORGANIZATIONAL PURPOSE AND STRUCTURE

The organization's main purpose is improving the lives of the boys and girls in America. Boys and Girls Clubs are preparing young people for their new roles in society by teaching girls and boys how to work, play, and compete together. Also, the organization acts as an advocate for children who are the victims of poverty, violence, parental unemployment, and substance abuse.

Boys and Girls Clubs of America took its name on September 12, 1990. At that time, sixty affiliates previously known as either Boys Clubs or Girls Clubs changed their names in tandem with the national organization. These sixty clubs, plus hundreds of others, have formed and been in operation over the last 130 years. For a historical perspective on Girls Clubs of America, see Girls Clubs, Inc.

ACCOMPLISHMENTS AND ACTIVITIES

activities vary from club to club

BOYS & GIRLS CLUBS OF AMERICA

CALIFORNIA HUMAN DEVELOPMENT CORPORATION

3315 Airway Drive
Santa Rosa, CA 95403

(707) 523-1155

CONTACT PERSON

Linda Wren
Administrative Officer

CALIFORNIA LEA'S THAT HAVE WORKED WITH CALIFORNIA HUMAN DEVELOPMENT

Healdsburg USHD
Woodland Joint USD

ORGANIZATIONAL PURPOSE AND STRUCTURE

The Corporation's major goal is to help low-income, unemployed, and underemployed women and men to live lives of greater human dignity through access to education, training, better job opportunities, and improved social conditions. The CHDC targets participant services, self-sufficiency and economic development, advocacy, community involvement, and long-term success.

CHDC programs provide job training, youth services, housing, elder services, criminal justice system services, community services, child development services and disabled services and training, shelter workshops for developmentally disabled, and vocational training programs. Migrant 402 Program helps migrant farmworkers upgrade their social status, and provides on-the-job training, classroom training, work experience, emergency supportive services, and referral agency.

ACCOMPLISHMENTS AND ACTIVITIES

- established child care services and Headstart in Yolo County
- developed Project Intercept diversion program for first offenders
- provided housing in Fairfield—100 units for seniors
- provides farmworker housing
- established migrant child care center in Marysville
- created a radio station in Monterey County

CALIFORNIA INDIAN TRIBAL COUNCILS

Bureau of Indian Affairs
Federal Office Building
2800 Cottage Way
Sacramento, CA 95825

(916) 978-4691

CONTACT PERSON

Ronald Jaeger
Area Director

Agencies/Field Offices
Central California Agency
Bureau of Indian Affairs
1800 Tribute Road, Suite 111
Sacramento, CA 95815

Northern California Agency
Bureau of Indian Affairs
P.O. Box 494879
1900 Churn Creek Road, Suite 300
Redding, CA 96049
(916) 246-5141

Southern California Agency
Bureau of Indian Affairs
3600 Lime Street, Suite 722
Riverside, CA 92501
(714) 351-6627

Palm Springs Field Station
P.O. Box 2245
555 S. Palm Canyon Drive, Room A-208
Palm Springs, CA 92263
(619) 322-3086

CALIFORNIA LEA'S THAT HAVE WORKED WITH CALIFORNIA INDIAN TRIBAL COUNCILS

Butte County ROP
Imperial Valley ROP
Klamath-Trinity Joint USD
San Bernardino County ROP

ORGANIZATIONAL PURPOSE AND STRUCTURE

An Indian tribe is a self-governed entity. It has its own constitution and governing documents. A Tribal Council consists of an elected body of officers that represent the tribe. The Tribal Council provides leadership and administers the tribe's day-to-day affairs: hiring staff, owning and managing businesses and property, managing finances, and providing social and health care services.

The Bureau of Indian Affairs can provide information on various Tribal Councils and contact persons throughout California.

ACCOMPLISHMENTS AND ACTIVITIES

- activities vary from tribe to tribe depending on local interests and needs

COMISION FEMENIL MEXICANA NACIONAL (CFMN)

379 S. Loma Dr.
Los Angeles, CA 90017

(213) 484-1515

CONTACT PERSON

Julie Solis
Executive Director
(213) 484-1515

CALIFORNIA LEA THAT HAS WORKED WITH CFMN

Los Angeles USD

ORGANIZATIONAL PURPOSE AND STRUCTURE

Founded in 1970 in Sacramento, California, CFMN has become one of the nation's largest and most successful Hispanic organizations. CFMN began as a grassroots movement to involve Mexican American women in social, political, and economic institutions. CFMN's goals are to represent Hispanic interests in areas of significant Hispanic population; to organize women to assume their place within Hispanic leadership and in community life; to disseminate news and information on Hispanic achievements; to promote programs offering solutions to problems confronting Hispanics and their families; and to support relationships with other women's organizations.

CFMN has earned a strong reputation for willingness to take a stand on controversial issues, for developing model human services programs, and for creating leadership development opportunities for its members. CFMN has more than 27 chapters throughout the country.

ACCOMPLISHMENTS AND ACTIVITIES

- has established scholarship programs
- has lobbied for appointments to boards and commissions, and given public testimony on Mexican American rights
- has put on conferences, notably "Chicanas in the '80's: Making Policy Not Coffee" and "We Are the Difference," which provided training on how to file a discrimination complaint and how to plan an investment strategy, how issues impact legislation and women's awareness of the voting potential within their families
- pioneered programs responsive to the needs of low-income Latina women, girls, and children
- developed three community-based projects in the Los Angeles area: The Chicana Service Action Center, which provides job training; Centro de Ni[illegible], which addresses developmental, cultur[illegible], and day care needs of children; and Casa Victoria I, which provides residential alternatives/lifestyles and positive role models for female offenders
- established the first bilingual/bicultural child development center in California
- provides education on child care, immigration, education, employment, and health services to Latina women
- serves as media consultant on current Latina issues
- was active in the lawsuit against coerced sterilization of Spanish-speaking women (Madrigal vs. Quilligan) leading to the current practice of requiring bilingual family planning consent forms

DELTA SIGMA THETA SORORITY, INC.
National Headquarters
1707 New Hampshire Ave. NW
Washington, DC 20009

(202) 483-5460

CONTACT PERSONS

Dr. Yvonne Kennedy
National President

June Laverne Long, Esq.
Far West Regional Director
(916) 646-6840

CALIFORNIA LEA'S THAT HAVE WORKED WITH DELTA SIGMA THETA SORORITY, INC.

Central Santa Clara County ROP
Compton USD
Grant Jt. UHSD
Los Angeles USD
Merced County ROP
Pasadena USD
San Diego USD
Santa Barbara HSD
Solano County ROP

ORGANIZATIONAL PURPOSE AND STRUCTURE

Delta Sigma Theta Sorority was founded in 1913 at Howard University in Washington, D.C., by 22 undergraduate women interested in promoting human welfare and social service programs. From the beginning, membership criteria have included documented evidence of credible involvement in public service and active pursuit of academic excellence. Delta has attracted and supported African American women in the arts. Delta has become the largest predominantly African American sorority with 175,000 members in 758 chapters located in 43 states, Germany, Korea, and the Caribbean. A Five Point Program of public service centers around educational development, economic development, community and international development, housing and urban development, and mental health.

ACCOMPLISHMENTS AND ACTIVITIES

- actively participated in women's suffrage movement
- established the Scholarship Award Fund and the College Tuition Loan Fund in 1922
- established the National Library Project to facilitate transfer of books to rural southern communities, which continues today with donations to bookmobiles, school audio-visual equipment purchases, libraries, and Assault on Illiteracy Programs
- collaborated in economic recovery efforts following the Great Depression
- provided leadership on child care for working mothers, equitable job opportunities for women, esteem-building literature for African Americans, and community intervention with high-risk youth starting in 1938
- formed a Social Action Committee that organized a massive letter-writing campaign supporting passage of the Civil Rights Act during the 1960's
- established unwed mother's programs carried out in cooperation with the Baltimore City Public Schools and the Delta Teen-Lift program for building self-esteem among teenagers
- received grants totaling nearly $700,000 from the Department of Justice and the Department of Health, Education, and Welfare to assist in recruiting talented minority persons into federal service, minority scholars in postsecondary academic pursuits, and in the rehabilitation of women offenders
- established School America to encourage reading in families, Project Glorious to enhance student self-worth, and Project Step-by-Step to assist female single heads of household to prepare for productive work
- donates nearly $100,000 annually for college education

GIRLS INCORPORATED
30 East 33rd Street
New York, NY 10016
(212) 689-3700

CONTACT PERSON

Nafula Awori
Communications Dept.

ORGANIZATIONAL PURPOSE AND STRUCTURE

Girls, Inc., (formally Girls Club of America) was founded in 1945 by nineteen charter Girls Clubs that came together to advocate for all girls and to design programs to meet girls' particular needs. More than 2,500 professional staff and 8,000 volunteers offer an average of thirty hours per week of after-school, weekend, and summer programs.

Girls, Inc., core program, "Going Places," is based on decades of research on the growth and development of girls and supplies the philosophy that informs the educational environment of each local branch. The National Resource Center, located in Indianapolis, Indiana, houses the largest repository of information on girls. Four Regional Service Centers provide training and technical and organizational assistance to branch staff and volunteers. A national advocate in Washington, D.C., represents Girls Incorporated on legislation and public policy.

More than 200 centers operate in 112 cities and carry out a variety of national outreach programs. Increasingly, other organizations serving youth are affiliating with Girls, Inc., as Program Associates. The clubs serve a quarter of a million girls aged 6 to 18; about half belong to racial and ethnic minority groups and two-thirds are from families earning under $15,000 per year.

ACCOMPLISHMENTS AND ACTIVITIES

- "Operation SMART" fosters girls' interest and abilities in science, mathematics, and related technology through activities that encourage questioning, creativity, exploration, and building
- "Preventing Adolescent Pregnancy" motivates girls to avoid early pregnancy through education, assertiveness training, family communication, career planning, and health services
- "AIDS Education" provides health and sex education and encourages family discussion
- "Choices" promotes understanding of how today's decisions affect the future, and emphasizes the wage-earner/mother-dual role
- "Friendly PEERsuasion" strives to deter alcohol, tobacco, and other substance use among elementary and junior high girls through peer leadership and life skills training
- "Girl Power/Health Power" introduces girls aged 9 to 12 to personal responsibility for health care, nutrition, physical fitness, reproduction, and avoidance of substance abuse
- "Kid-Ability" helps prevent child sexual abuse through family awareness and practical self-protection training
- "Sporting Chance" develops competitive spirit along with individual and team playing skills and encourages a lifetime commitment to fitness through participation in all sports

girls inc.

KAPPA ALPHA PSI FRATERNITY, INC.
National Office
5070 Parkside Ave, Suite 1306
Philadelphia, PA 19131

(215) 228-7184

CONTACT PERSONS

Dr. W. Ted Smith
Executive Secretary

Jay Crosby
National Chairman, Guide Right Commission

ORGANIZATIONAL PURPOSE AND STRUCTURE

Kappa Alpha Psi, an African American fraternity, was founded in 1922 at Indiana University in Bloomington. Its primary focus is on community service projects and promotion of scholastic achievement among youth. Kappa Alpha Psi has 300,000 members in 653 chapters represented at major colleges and universities throughout the United States. Plus there are alumni chapters in every state of the country and 15 foreign countries.

ACCOMPLISHMENTS AND ACTIVITIES

- sponsors Kappa League Youth groups that offer counseling, tutoring, and financial support to sixth through twelfth graders and encourages them to strive for excellence in every field of human endeavor
- sponsors Guide Right programs to foster positive direction for young people in developing their self-esteem and future goals
- awards over $500,000 in scholarships each year
- conducts career education workshops to promote self-esteem and to provide career information
- provides, upon request, video productions of successful mentoring and leadership activities of such prominent Kappas as Los Angeles Mayor Tom Bradley, former Lieutenant Governor and current California Congressperson Mervin Dymally, and Football Hall of Famer and businessperson Willy Davis

NATIONAL COUNCIL OF JEWISH WOMEN (NCJW)
53 W. 23rd St.
New York, NY 10010
(212) 645-4048

CONTACT PERSON

Dorothy Huebel
Executive Director
543 North Fairfax Avenue
Los Angeles, CA 90036
(213) 651-2930 (Women's Center)
(213) 653-4042 (Women's Shelter)
(213) 653-3325 (Lawyer Referral)

CALIFORNIA LEA THAT HAS WORKED WITH NCJW

Los Angeles USD

ORGANIZATIONAL PURPOSE AND STRUCTURE

Founded in 1893, NCJW is one of the oldest major Jewish women's organizations in the United States. Since the beginning, NCJW has focused on women's rights and issues. National membership exceeds 100,000 women in 200 sections across the country. Current national and international legislative and action priorities include pay equity and ratification of the Equal Rights Amendment, self-sufficiency skills for physically and mentally handicapped individuals, reduction of world overpopulation, and a nuclear weapons freeze.

They also provide educational and social service support for Israel via Hebrew University School of Education's Research Institute for Educational Innovations, which implements preschool programs and remedial education for dropouts and devises support programs for juvenile delinquency rehabilitation.

ACCOMPLISHMENTS AND ACTIVITIES OF NCJW/L.A.

- operates Women Helping Women, a nonsectarian community service providing practical and emotional assistance to women at risk through a telephone talkline and resource referrals, career counseling and financial education workshops and support groups
- operates Women's Center at Council House, which offers free rent to nonprofit-profit organizations and community groups in exchange for expertise, services, and other resources for women
- operated the Center for Pacific-Asian Families, which provides shelter and crisis intervention assistance for victims of sexual assault and domestic violence, a 24-hour hotline, counseling, translation services, and rape prevention and information
- operated a Women Lawyers Association Referral Service
- operated the Jewish Women's Resource Library, which helps women to develop individual Jewish lifestyles via a comprehensive array of educational programs

NATIONAL COUNCIL OF NEGRO WOMEN, INC. (NCNW)
1211 Connecticut Ave, NW, Suite 702
Washington, DC 20036

(202) 659-0006

CONTACT PERSON

Dr. Dorothy I. Height
President and CEO

CALIFORNIA LEA'S THAT HAVE WORKED WITH NCNW

Long Beach USD
Pomona USD

ORGANIZATIONAL PURPOSE AND STRUCTURE

The National Council of Negro Women was founded in 1935 by Mary McLeod Bethune to encourage African American women to assume leadership roles and to serve as catalysts for social change. NCNW is a private, voluntary organization that serves as the umbrella for 28 national women's organizations and 215 community-based organizations.

NCNW works independently or collectively to strengthen the economic and social position of women and families. Programs are in place across the nation that focus on youth and child development, especially teenage pregnancy, juvenile justice, and female single parents. There are also international programs operating in Africa, assisting the women of some of the developing countries to attain self-supporting skills.

ACCOMPLISHMENTS AND ACTIVITIES

- sponsored "Black Family Reunions" in geographically accessible locations, including Atlanta, Georgia; Philadelphia, Pennsylvania; Detroit, Michigan; Los Angeles, California; and Washington, DC

NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS (BPW/USA)
2012 Massachusetts Avenue, N.W.
Washington, DC 20036
(202) 293-1100

CONTACT PERSON

Linda Dorian
Executive Director

CALIFORNIA LEA THAT HAS WORKED WITH BPW

Yreka UHSD

ORGANIZATIONAL PURPOSE AND STRUCTURE

BPW was formed in 1919 to advocate women's rights legislation, to work for reforms favoring working women, and to provide leadership systems encouraging professional and personal development training and support to working women. BPW has three central structural facets, which include the Business and Professional Women's Foundation, founded in 1956 as a nonprofit research and education organization; the Political Action Committee, created in 1980 to identify and support candidates committed to economic and social equity; the International Federation of Business and Professional Women, an organization addressing economic self-sufficiency and full participation goals. BPW has 3,400 local chapters with 120,000 members in the United States and 250,000 international members. Additionally, BPW has an official representative who serves on the London-based United Nations Council of Organizations.

ACCOMPLISHMENTS AND ACHIEVEMENTS

- publishes a bimonthly legislative update
- finances unsecured personal loans up to $7,500 and home equity loans to $100,000; offers group travel, and insurance and credit options
- houses the oldest and most comprehensive collection of materials on working women's issues at the Foundation's Marguerite Rawalt Resource Center
- has awarded more than $4.4 million to nearly 6,800 women in scholarships, loans, and fellowships
- offers, at the local level, individual development training in public speaking
- provides a young careerist program for high schools
- endorses candidates for public office who embrace BPW legislative platforms

BPW usa

OMEGA PSI PHI FRATERNITY, INC.
2714 Georgia Avenue, N.W.
Washington, DC 20001

(202) 667-7158

CONTACT PERSONS

Dr. John S. Epps
Executive Secretary

Ray Gibson
2th District Representative
19436 Midtown Avenue
Carson, CA 90746
(213) 774-5400

ORGANIZATIONAL PURPOSE AND STRUCTURE

Omega Psi Phi, an African American Fraternity, was founded by its fourteen charter members in the office of Biology Professor Ernest E. Just at Howard University on November 17, 1911. The motto of the organization is "Friendship is essential to the soul." Omega adopted as cardinal principles manhood, scholarship, perseverance, and uplift. Great African American Omegas include Jesse Jackson, President of Operation PUSH, founder of the Rainbow Coalition; and Democratic presidential candidate; Ronald E. McNair, astronaut; Michael Jordan, basketball star; William (Bill) Cosby, Jr., educator, entertainer, and philanthropist; Benjamin Hooks, NAACP president; and John Jacobs, Executive Director of the Urban League.

ACCOMPLISHMENTS AND ACTIVITIES

- Carter G. Woodson established National Achievement Week to promote the study of Negro life and history
- Dr. Charles Drew perfected the use of blood plasma as a lifesaving tool in 1941
- Robert H. Lawrence became the first African American to serve in the National Aeronautics and Space Administration in 1966
- William Hastie resigned as Civilian Aide to the Secretary of War in protest of Armed Forces discrimination
- has participated in civil rights leadership activities
- supported the NAACP, the United Negro College Fund, and the Urban League

ONE HUNDRED BLACK MEN OF AMERICA, INC.
1100 Spring Street NW, Suite 450
Atlanta, GA 30367

(404) 876-5700

CONTACT PERSONS

Gerald L. Bryant
100 Black Men of Sacramento, Inc.
372 Florin Rd. #152
Sacramento, CA 95831
(916) 393-8396

Dr. Vandry
P.O. Box 351509
Los Angeles, CA 90035
(213) 603-4623

CALIFORNIA LEA'S THAT HAVE WORKED WITH ONE HUNDRED BLACK MEN OF AMERICA, INC.

Sacramento City USD
Grant USD

ORGANIZATIONAL PURPOSE AND STRUCTURE

One Hundred Black Men of America was founded as a civic, nonprofit organization focused on attainment of meaningful gains for African American communities in housing, education, employment, health services, and government. Increased visibility for upstanding, successful, intelligent African American men with commitment to family and professional tenacity was an additional goal. Membership is comprised of men in business, industry, public office, the trades, human services, and government, whose training, skills, experience, and public image qualify them as role models and leaders for youth and others in their various communities.

ACCOMPLISHMENTS AND ACTIVITIES

- identifies societal concerns and develops programs to address those concerns through Social Services Committee
- seeks out corporate, foundation, and other funding to support educational, training, and human service pursuits
- some chapters and members contribute $1,000 annually through a Grants and Endowments Committee
- develops coalitions and joint ventures with educational institutions and with business and industry to provide scholarships, speakers, and academic motivation for minority youth and carries out legislative advocacy for minorities in education through an Education and Scholarship Committee
- coordinates all aspects of membership, including recruitment, financial commitments, and task assignment through a Membership Committee
- informs members and suggests advocacy on legislative issues that promote African American communities' welfare through a Political Action Committee
- organizes community forums, provides guest speakers, and apprises members of available professional political opportunities
- sponsors social events and entertainment that acquaint guests with the organization's purposes and accomplishments through a Social Committee
- alerts the media to organization programs and designs yearbooks and other presentation literature for hosted events through a Public Relations Committee

100 BLACK MEN OF AMERICA

OPPORTUNITIES INDUSTRIALIZATION CENTER (OIC)

1415 N. Broad St.
Philadelphia, PA 19122

(215) 236-4500

CONTACT PERSON

Sharon Williams
Executive Director
Opportunities Industrialization
Center West (OICW)
1100 O'Brien Drive
Menlo Park, CA 94025
(415) 322-8431

CALIFORNIA LEA'S THAT HAVE WORKED WITH OIC/OICW

Riverside USD
San Mateo County Office of Education
Sequoia UHSD

ORGANIZATIONAL PURPOSE AND STRUCTURE

OIC was founded in Philadelphia, Pennsylvania, in 1964 under the leadership of the Reverend Leon H. Sullivan. Four hundred ministers organized their communities to respond to the national need to train and motivate the urban poor. Each week from their pulpits, the ministers informed and inspired a consistent audience. Over 300,000 African Americans participated in economic boycotts against twenty-nine companies until those companies began to hire according to ability rather than race. OIC responded with vocational and work preparedness training, placement, and postplacement support services.

OIC is the country's largest training program for unemployed and underemployed disadvantaged people. The program supports people in overcoming anger, distrust, and hopelessness and in building self-respect and self-esteem. It offers courses in a wide variety of occupations, including health care, electronics, computers, merchandising, bookkeeping, and graphics and printing as well as academic training. To assure labor market relevance, OIC maintains a National Industrial Advisory Council consisting of more than thirty chief executive officers of some the nation's leading companies.

From its African American origins, OIC has expanded to serve the poor of all races. OIC has more than 100 affiliates and has served more than 900,000 Americans. As of 1986, international operations had begun in eleven African nations, Canada, and England.

OICW, located in Menlo Park, has a twenty-five-year history of excellence and success, based on active, direct employer involvement and focuses on the personal needs of each participant. OICW maintains a Technical Advisory Committee for each of its vocational training classes. It approaches participants with examples of success and it strives to anticipate and eliminate barriers to success. Support services include Clothes Encounter, a "free" on-site clothing store where trainees can obtain interview and work wardrobes, transportation, low-cost meals, postplacement support groups, paid industrial internships, counseling and workshops for single parents, parenting classes, on-site child care, tutoring and mentors, and emergency grants and loans. OICW maintains strong, effective relationships with other community and social service programs in order to provide participants with well-coordinated services. Sensitivity to employer needs, along with strong focus on the individual needs of every participant, has earned OIC a reputation of success with even the most difficult to serve.

ACCOMPLISHMENTS AND ACTIVITIES

- has formed joint ventures with private firms and High Tech Training Centers through corporate partnerships with IBM, Control Data Corporation, and the Ford Foundation, Hewlett-Packard, Raychem, and others
- involves local clergy and other community leaders in order to best serve individual neighborhoods
- employs staff from poor and working class backgrounds with whom participants can relate

OICW WORKS!

SOROPTIMIST INTERNATIONAL OF THE AMERICAS
1616 Walnut Street, Suite 700
Philadelphia, PA 19103

(215) 732-0512

CONTACT PERSON

Elaine Halford
Executive Director

CALIFORNIA LEA'S THAT HAVE WORKED WITH SOROPTIMIST

Hacienda La Puente USD
La Puente Valley ROP
Hayward USD
Southern California ROC

ORGANIZATIONAL PURPOSE AND STRUCTURE

Soroptimist International of the Americas is part of Soroptimist International, the world's largest classified service organization for executive and professional women. Coined from the Latin "soror" and "optima," Soroptimist was founded in Oakland, California, in 1921. Eighty women in professions that include medicine, laboratory technology, education, and printing formed the first Soroptimist club to "foster the ideal of service." Soroptimist International comprises four federations with more than 92,000 members in 88 countries around the world. With more than 50,000 members in 21 countries, the Americas federation is the largest of the four. Soroptimist International accomplished its goals through six service programs: Economic and Social Development, Education, Environment, Health, Human Rights/Staus of Women, and International Goodwill and Understanding. Soroptimist aims are to maintain high ethical standards in business and professional life; to strive for human rights for all people, and, in particular, to advance the status of women; to develop a spirit of friendship and unity among Soroptimist of all countries; to develop interest in community, national, and international affairs; to contribute to international understanding and universal friendship; and to develop the highest concept of patriotism.

ACCOMPLISHMENTS AND ACTIVITIES

- identifies special community needs and establishes projects through financial assistance and volunteer time and talent, using a three-pronged approach of awareness, advocacy, and action
- supports literacy efforts, shelters for battered women, environmental cleanup, legislative workshops, rape crisis centers, and drug and alcohol treatment centers
- participates in community projects and in federation-originated programs including Youth Citizenship Awards, Training Awards Program (grants for mature women to upgrade job status or reenter the work force), and Soroptimist Youth Forum (an international educational symposium)
- joined with UNICEF to provide eight deep-water community wells to drought-stricken Senegal
- pledged $125,000 to help relocate families and supply fiberglass sanitary units in response to the devastating earthquake in Mexico City
- supported the $350,000 Women's Project designed as a holistic education program to give women in the Peruvian highlands training in health practices and income-producing skills during 1987–1991
- sponsors Venture Clubs of the Americas for young professional women, Sigma Societies for college students, and "S" Clubs for high school youth

THE LEAGUE OF MEXICAN AMERICAN WOMEN

School of Agricultural Sciences
and Technology
California State University, Fresno
Fresno, CA 93740-0079

(209) 278-2061

CONTACT PERSON

Carlotta DeLeon-Curti

CALIFORNIA LEA'S THAT HAVE WORKED WITH THE LEAGUE OF MEXICAN AMERICAN WOMEN

Fresno Metro ROC/P
Norwalk-LaMirada USD

ORGANIZATIONAL PURPOSE AND STRUCTURE

The League of Mexican American Women was founded in Fresno, California, in 1973 to develop leadership qualities among Hispanic women. The League's objectives are to develop Hispanic awareness on educational and cultural issues; to provide positive role models and to develop leadership opportunities within the community; to promote and enhance the achievements of Hispanic women; to develop programs and strategies to solve critical issues affecting the Hispanic community; and to link with other women's organizations.

ACCOMPLISHMENTS AND ACTIVITIES

- created a foundation to assure continuation of fund-raising for educational pursuits
- sponsors annual Esperanza Golf Tournament to benefit two local hospices
- conducts three major projects yearly to benefit youth activity and scholarship programs
- sponsors an "Adelante, Mujer Hispana" Conference, with local educational agencies

THE LEAGUE OF UNITED LATIN AMERICAN CITIZENS (LULAC)
2736 Hempstead Street
Anaheim, CA 92806

(714) 630-1678

CONTACT PERSON

Rose Jurado

CALIFORNIA LEA'S THAT HAVE WORKED WITH LULAC

Long Beach USD
North Orange County ROP
Norwalk-La Mirada USD
Orange County USD

ORGANIZATIONAL PURPOSE AND STRUCTURE

LULAC was founded in Texas in 1929 with a focus on civic and educational goals. Now a nationwide organization, LULAC membership includes both male and female adults. Youth councils have been formed for members aged 14 to 20. Initially, the major thrust was in the field of Civil Rights. Segregation in our public school systems, use of public accommodations, and jury service were all major fields of battling during the infancy of LULAC. Gradually, LULAC expanded its efforts to combating discrimination in housing and employment.

More recently, LULAC became the first major minority group organization to develop housing projects in the interest of getting people out of slums. In addition, Operation SER, a project funded by the federal government and cosponsored with another organization, opened new doors of opportunity in the field of employment for our Americans of Hispanic descent. Each district identifies its own project focus and strategy.

ACCOMPLISHMENTS AND ACTIVITIES

has collaborated with the Orange County School District, Rancho Santiago College, the American Red Cross, and the Leukemia Society in support of the Senior Citizen Center in Westminster, the housing program in San Pedro, and the mental health clinic in Orange County

sponsors "Adelante, Mujer Hispana" Conference to motivate Hispanic girls and their families to invest jointly in preparing for and pursuing both traditional and nontraditional vocations and careers

THE LINKS, INC.
1200 Massachusetts Avenue, N.W.
Washington, DC 20005

(202) 842-0123

CONTACT PERSON

Mary Douglass

CALIFORNIA LEA'S THAT HAVE WORKED WITH THE LINKS

Culver City USD
Fresno Metro ROC/P
Stockton City USD

ORGANIZATIONAL PURPOSE AND STRUCTURE

The Links, a women's organization, was founded on November 9, 1946, by Sarah S. Scott and Margaret R. Hawkins. The name symbolizes a chain of friendship, purpose, and service. The Links' mission centers on civic achievement and voluntary public service. One hundred ninety-six chapters are spread across thirty-seven states and the District of Columbia. Chapters select various facets of the national program to implement locally. The four facets are the arts, national services, international trends, and services to youth.

ACCOMPLISHMENTS AND ACTIVITIES

- has strong commitment to and generous annual financial support of human rights, educational, health, and cultural groups, including NAACP Legal Defense Fund, National Urban League, Sickle Cell Anemia research, Schomberg Center for Research in Black Culture, John Work Foundation, National Achievement Scholarship Program, Atlanta Art Cart (a summer project for African American youth), African American Women's Oral History Projects, African and Haitian Refugee Centers, National Coalition Against Domestic Violence, National Grant-in-Aid programs, medical schools, and other special projects consistent with The Links' mission
- has given over $1,000,000 to the United Negro College Fund
- has financed water wells in drought-stricken areas of Africa
- sponsors Project LEAD, which provides drug education to youth through cooperative projects with schools

TUSKEGEE AIRMEN, INC.
156 Sugar Tom's Lane
East Norwich, NY 11732-1153
(516) 922-1198

CONTACT PERSONS

Retired Colonel John C. Whitehead, Jr.
(916) 484-8669

Mrs. Nancy Leftenant-Colon
National President

CALIFORNIA LEA THAT HAS WORKED WITH TUSKEGEE AIRMEN, INC.

Solano County ROP

ORGANIZATIONAL PURPOSE AND STRUCTURE

Against a backdrop of racism and discrimination prohibiting African Americans from flying in the U.S. military, the first Tuskegee Airmen, Chief Anderson and Chauncy Spencer, constructed an aircraft of discarded wooden crates, scrap metal, wire, and other salvageable materials and flew it. Senator Harry S. Truman read of the flight in *The New York Times* and, after meeting the pilots and viewing their plane, commented, "If you guys have guts enough to fly this, then you should certainly be allowed to fly military aircraft." Later, Eleanor Roosevelt flew with Chief Anderson; and in 1941, she persuaded President Roosevelt to build the first airfield to train African American pilots at Tuskegee Institute in Alabama. Thirteen cadets entered pilot training, and the Tuskegee Airmen was formed in 1942. In 1948, President Truman issued Executive Order 9981, ending United States Armed Forces' discriminatory laws.

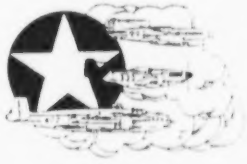
Tuskegee Airmen established a National Museum in Detroit and dedicated a statue to blacks who served in the segregated World War II Air Force. Tuskegee Airmen fighter pilots never lost a bomber to enemy fire during World War II. In 1952, members of the original Tuskegee Airmen served as test pilots for the B-47. Some became instructors in the Air Force's training schools.

Today Tuskegee Airmen, Inc., has thirty-three chapters throughout the United States and Europe, including five in California (one in Sacramento, two in the San Francisco Bay Area, one in Los Angeles, and one in Lompoc). Military officer membership includes a female brigadier general, a major U.S. city mayor, pilots, a public school superintendent, engineers, educators from preschool to university levels, and city councilpersons.

Tuskegee Airmen, Inc., objectives are to endow their national scholarship fund with one million dollars; to motivate all minorities and members of underrepresented groups to excel in aerospace and other nontraditional industries; to stress the need for students to include challenging mathematics and science courses in their career preparations; to inform underrepresented students of the wide array of opportunities available to them, if they prepare themselves academically; to assist students of all ethnic groups with completion of the application procedures and fulfillment of entry-level requirements for the United States military academies, particularly those with flying components.

ACCOMPLISHMENTS AND ACTIVITIES

- awards thirty-three $1,500 scholarships annually to students pursuing aerospace careers
- carries out an African American History Month program
- maintains a "Speaker's Bureau" that each year addresses thousands of students at elementary, junior high and high schools throughout the country
- encourages and mentors young women to prepare for work in nontraditional as well as traditional fields



YWCA OF THE U.S.A.
726 Broadway
New York, NY 10003
(212) 614-2700

CONTACT PERSON

Rhonda Pauley
Director, Communications Division

CALIFORNIA LEA'S THAT HAVE WORKED WITH YWCA'S

Compton USD
Fresno Metro ROC/P
Kern High School District ROC
Long Beach USD
Los Angeles USD
Lynwood USD
Oakland-Alameda ROP
Pomona USD
Richmond USD
Riverside County ROP
Sacramento City USD
Southern California ROC

ORGANIZATIONAL PURPOSE AND STRUCTURE

The Young Women's Christian Association of the United States of America (YWCA of the U.S.A.) began its work in this country in 1858, three years after the organization was founded in England. It is a member of the World YWCA, which functions in 88 countries from headquarters in Geneva, Switzerland. The YWCA of the U.S.A. is made up of 425 Community and Student Associations operating at more than 4,000 locations throughout the 50 states. The YWCA serves over four million women, girls, and their families. Membership focuses on women and girls (from age 12 on) reflecting diversity in age, ethnicity, religion, race, lifestyle, and interest.

The mission of YWCA of the U.S.A. is twofold: to empower women and to eliminate racism. National public priorities for 1988–1991 center on equity, economic security, youth, child care, and health care. Central international priorities are committed to peace, disarmament, and a foreign policy based on support of human rights and accountability to the people (with special concern for those affected by the forces of racism, particularly in South Africa). Member Associations work on issues of greatest concern to their own members.

ACCOMPLISHMENTS AND ACTIVITIES

- provides, in convenient locations and at affordable rates, education and personal development for women and girls
- provides vocational and academic programs, peer counseling, teen pregnancy prevention, ENCORE (an exercise and education program for those who have had breast cancer surgery), Mothers' Center for young mothers, help for victims of domestic abuse, women's resource centers, support groups, classes and services for seniors, refugees, disabled and disadvantaged persons, and other groups with special needs
- has provided leadership for social change and advocacy for civil rights and women's rights as an integral part of all YWCA programs

Acronyms

AARP	American Association of Retired Persons
AAUW	American Association of University Women
AKA	Alpha Kappa Alpha Sorority
BPW	National Federation of Business and Professional Women's Clubs
CAD	Computer Assisted Drafting
CBO	Community Based Organization
CCAP	Coalition for Children, Adolescents and Parents
CDRC	Child Development Resource Center
CET	Center for Employment and Training
CFMN	Comision Femenil Mexicana Nacional
CHDC	California Human Development Corporation
COS	College of the Sequoias or Siskiyous
CSEARR	Center for Southeast Asian Refugee Resettlement
CSET	Community Services for Employment and Training
CTA	California Teachers Association
Deltas	Delta Sigma Theta Sorority, Inc.
EDD	Economic Development Department
EOPS	Extended Opportunities, Program and Service
ESL	English as a Second Language
ESO	Economic and Social Opportunities
ETR	Employers' Training Resources
GAIN	Greater Avenues for Independence
GED	General Education Degree
HACE	Hispanics for Community and Education
HBCU	Historically Black Colleges and Universities
HSD	High School District
JTPA	Job Training Partnership Act
LADIES	Life After Divorce Is Eventually Sane
LEA	Local Educational Agency
LULAC	League of United Latin American Citizens
MAAC	Metropolitan Area Advisory Committee
MAWA	Mexican American Women's Association
MECCA	Making Electives Count for Career Achievement
MFCC	Marriage, Family and Child Counselor
NCJW	National Council of Jewish Women
NCNW	National Council of Negro Women, Inc.
OIC	Opportunities Industrialization Center
PIC	Private Industry Council
ROP/C	Regional Occupation Program/Center
SOLO	Being on Your Own
SWE	Society of Women Engineers
TCOVE	Tulare County Office of Vocational Education
TEAM	Together Everyone Can Ascend Mountains
UHSD	Unified High School District
UNICEF	United Nations International Children's Emergency Fund
USD	Unified School District
WEG	Women's Economic Growth
WFIP	AARP's Women's Financial Information Program
WIC	Women, Infant, Children—Nutrition Program
WOW	Wider Opportunities for Women
YMCA	Young Men's Christian Association
YSE	Yuba Sutter Enterprises
YWCA	Young Women's Christian Association

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